


Experiences of an Intern at the Children's  
Museum of Indianapolis in the *Mysteries in History* Gallery

An Honors Thesis (HONRS 499)

by

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Thesis Advisor  
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A handwritten signature in cursive script, reading "Michael William Doyle", written over a horizontal line.

Ball State University

Muncie, Indiana

December 1999

Graduation Date: December 1999



## Abstract

This discussion of a student's internship experience at the Children's Museum of Indianapolis in the *Mysteries in History* gallery describes the intern's responsibilities; outlines the knowledge and skills that were acquired; discusses positive and negative aspects of the internship; and finally presents suggestions for the program's improvement. A portfolio is included which further documents what the intern accomplished throughout the internship.

## Acknowledgments

The author wishes to thank three individuals for the roles they played in this undertaking: my thesis advisor Dr. Michael Doyle, Assistant Professor of History, for his help and advice on my internship and thesis project; Ms. Theresa Hutchinson, my supervisor at the Children's Museum of Indianapolis, for giving me the opportunity to work on a diverse and challenging set of responsibilities and for all her help and support in fulfilling those responsibilities; and Dr. Joanne Edmonds, the Assistant Dean of the Honors College, for her advice on thesis topics.

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During the fall semester of 1999, I participated in the internship program at the Children's Museum of Indianapolis in the *Mysteries in History* gallery. Throughout my internship, I was under the supervision of Michael Wm. Doyle, Ph. D., Assistant Professor and Coordinator of the Public History Internship Program at Ball State University, and Theresa Hutchinson, Educator/Programmer of American Materials. The *Mysteries in History* gallery has the unique purpose of introducing children to the process of learning about the past through visual, written, spoken, and "excavated" clues. In doing this, it features activities dealing with archaeology, documents, photographs, architecture, and oral history. The gallery includes a simulated archaeological dig, replicas of a French fur trading post and a late nineteenth century street, and an authentic historic log cabin. As part of my internship, I was responsible for the interpretive programming in these areas, as well as developing exhibits and activities for the gallery.

The interpretive programming portion of my internship involved several aspects. Throughout the internship, I worked in the *Mysteries in History* gallery two days during the week and every Saturday. On weekdays, I greeted people at the entrance, introduced visitors to archaeology with artifacts, and answered questions. I also monitored the gallery's exhibits for physical problems. On Saturdays, meanwhile, I ran the archaeological dig activity, interpreted the gallery's three late nineteenth century stores, and supervised the Museum's youth volunteers.

Besides interpretive programming, a second feature of my internship involved exhibits. During my internship, I helped Associate Curator of the American Experience Collections Andrea Hughes install the *Elvis to the Moon* exhibit, decorated the gallery's late nineteenth century street for the December holidays, and developed and installed an exhibit on school supplies. The *School Supplies* exhibit was for a "Great-Grandparents, Grandparents, Parents, and Me" comparison. In creating the exhibit I chose the topic, contacted the Collections staff to pull associated artifacts, selected objects to use, removed the previous exhibit, and installed the new exhibit. I also wrote labels for the

exhibit and had the labels approved by the Editing Department and fabricated by the Production staff.

The final aspect of my internship involved the development and implementation of several activities and programs for the *Mysteries in History* gallery. The activities I developed included *Meet the First Ladies*; *People, Events, and Culture: The 1970's and 1980's*; *A Century of Shoes*; and *It's a Sailor's Life for Me*. Besides creating these activities, I developed a pre-school activity based on a 1920's street scene and a distance learning link for the Museum. With the distance learning link, I also created a pre-and post-activity package describing the program, suggesting activities for teachers to use in conjunction with the program, and listing several books to be read for further information. I also collaborated with the Production Department in designing and producing the 1920's street scene for the pre-school activity as well as posters for the activities.

In fulfilling these responsibilities and completing my internship, I acquired knowledge and skills that will help with my educational and career goals. The experience I gained as an intern at the Children's Museum of Indianapolis in interpretive programming and the development of exhibits and activities will prove invaluable as I pursue my goal of earning a Master of Arts degree in public history or museum studies. The internship has given me real-world experience that will enhance my understanding of material presented in future classes on museum methods and theory and will also simplify my search for internships as a graduate student. The internship has also supplemented my background in collections and archaeological lab work to round out my museum experience increasing my value to future employers. Finally, the internship has given me the practical experience important in finding a job in the highly competitive museum field.

While the internship experience helped me acquire new knowledge and skills, it also drew upon skills and concepts I learned while working towards a history degree at



Ball State University. My knowledge of American history and archaeology gave me the foundation on which to base my exhibits and activities. It also aided my interpretive programming in the gallery by giving me basic knowledge to understand the dig activity and to answer visitors' questions beyond the information provided in the activity's script. Research skills that I acquired through my history classes, meanwhile, helped me to gather information for my activities and to evaluate the reliability of the sources I found. A laboratory course in American history that focused on the process of learning about the past proved valuable in understanding the *Mysteries in History* gallery and interpreting its unique purpose to visitors. I knew how to look at pictures or documents within the gallery and show visitors how to use these sources to learn about the past. Museology classes, on the other hand, were valuable in working with the Museum's Collections. My prior knowledge on the proper ways to handle, store, and display objects aided in the installation of my exhibits. Finally, classes in historical theory and methods made me aware of cultural bias and the importance of including the history of disenfranchised groups in my activities.

In addition to using the skills and concepts that I learned in my classes at Ball State University, the internship has also strengthened my values and convictions about presenting history. Knowing that the Children's Museum may be a child's first experience with history makes it extremely important for the history presented to be accurate and as unbiased as possible. With my projects, I tried to accomplish this by using several different sources and making sure the sources used were reliable. I also endeavored to include the history of women, African-Americans, and other traditionally under-represented groups in my projects. Moreover, I also guarded against making unintentional errors caused by carelessness. While taking these measures, however, I also realized that it is impossible to avoid all mistakes. It is important, though, when they are found that they are corrected.

The internship also strengthened my conviction about the educational purpose of

museums. Education should be a primary focus of museums. While successful museums many times entertain, entertainment should not be a museum's main purpose.

Sometimes this aspect is overlooked when museums depend on the admission receipts for much of their funding. In developing my activities, I tried to maintain an educational focus yet also making the activities fun for visitors. I tried to accomplish this by imparting some knowledge while not giving so much information as to overwhelm visitors. In creating activities for pre-school children, it is also important not to sacrifice the educational aspect of these activities. While it took more thought and effort, I tried to develop an activity that presented some history to the pre-school kids. Instead of having building blocks purchased for the younger kids to play with, I created an activity that presented a historical street scene.

Besides strengthening my convictions about presenting history and the educational purpose of museums, the internship also strengthened my convictions about presenting sensitive issues in history. Some of the history presented in the gallery covers events that people lived through and have strong feelings about. Examples of such issues are the Great Depression and the Vietnam War. When creating activities on such events, it is important to take account of a spectrum of peoples' feelings and reactions and to present the events carefully. I tried to do this when I created my activity on the 1970's and 1980's and talked about the Vietnam War and other more recent historic events. Other sensitive issues include stereotypes that exist. Stereotypes should be avoided when creating activities. Objects that portray these stereotypes, meanwhile, should not be used unless to highlight the existence of the stereotypes. Other sensitive topics include the use of fur and the killing of animals. In the *Mysteries in History* gallery, this sometimes became an issue with the French fur trading post. In these instances, it was important to remind visitors that the gallery's purpose is to present an accurate historical account of the past, and the Museum is not taking a position on the ethics of such practices.

Completing the internship has also improved my interpersonal skills. Constant

interaction with visitors increased my confidence and improved my public speaking skills. I also learned to work well with children and pay attention to their special needs by giving them attention, praise, and direction. The most important impact the experience had on my interpersonal skills, however, was to learn how to cooperate with others when developing exhibits and activities. In the past, I tended to refuse outside help, preferring to work independently on projects. Having to collaborate with the many departments in the Children's Museum was a good experience that greatly improved my team-working skills. It further showed me the importance of clear, precise directions and being respectful of other people's time and schedules. Finally, supervising the gallery's youth volunteers improved my interpersonal skills by making me a better manager. It showed me the importance of giving direction and being firm about what I expect.

While acquiring new skills and using knowledge I learned at Ball State was rewarding, the most satisfying aspect of my internship experience was the set of diverse and challenging responsibilities I was given. Instead of assisting a staff member with his or her projects, I was given several staff-level projects of my own to complete. Such a set of responsibilities maximized the learning aspect of my internship experience by drawing on my creativity, knowledge, and problem solving skills. Another positive aspect of the internship involved working with Theresa Hutchinson, my supervisor. Her experience dealing with interns helped prevent many problems that could have occurred, thus, allowing me to concentrate on my exhibits and activities. She was also very willing to provide assistance whenever I needed help and to fulfill the requirements of the internship program at Ball State. The effort made by the Human Resources Department to enhance the internship experience with field trips and seminars was another positive feature. Field trips to the Cincinnati Museum Center, Conner Prairie, and the Eiteljorg Museum were not only enjoyable but gave me the opportunity to see what other museums in the area were doing as well as make important contacts within the museum field. We were able to meet collection managers, exhibit coordinators, and education specialists.

transfer of responsibility for the internship program that was then in progress from the Education Department to the Human Resources Department. Another negative aspect of my internship dealt with my introduction or orientation to the museum. While I was given a tour of the museum galleries, I did not tour or receive any introduction to the various departments. Since I was required to collaborate with many of the departments to develop my exhibits and activities, this was a problem during my internship. I not only had to locate the departments and gain access, but also introduce myself. The lack of communication between the departments further aggravated this problem and was in itself another limitation. I was amazed at how the galleries and departments made little effort to inform each other of the daily events that were occurring within their areas. Many times visitors would ask questions about events that I did not have any idea were occurring.

The Museum might improve on these limitations and the internship experience in several ways. The application process might benefit with making all application materials accessible through the Internet. This would eliminate the need for direct contact with the program coordinator to receive materials. A set deadline may also improve the Museum's ability to expedite the selection process. The Museum, likewise, could add a section to the application that asks the intern for the date by which they need to be informed of a decision. An idea for improving the museum orientation of the interns, meanwhile, would be the creation of a training program designed especially for interns. Such a program would provide interns with information vital to completing an internship, while eliminating unrelated information such as employee benefits and insurance information received in the Museum's regular orientation sessions. Another suggestion is to expand the tour offered in the employee orientation sessions to include the various departments in the museum. The Museum could improve the communication, meanwhile, by having each gallery and department provide weekly

schedules of events. A list of daily events could be distributed to the department and gallery heads to then be further disseminated to front-line staff.

The Children's Museum could have also enhanced the internship experience by providing better access to computer equipment and technology. While they do provide an office for interns, throughout most of my internship that office had only two computers that were available for use. This became a problem as more and more interns started their internships. Several of the interns had jobs that required constant computer use, and it sometimes became difficult to find a terminal on which to work on my projects. Another problem concerns the e-mail account given to interns. Since a large number of people had to use one account, it was always flooded with mail and difficult to use. If it is impossible to give interns an individual account, the Museum could ask interns if they have a personal account that they would like Museum news and information sent to. Finally, while it may be unfeasible to improve the technology provided to the interns, the Museum could make the interns aware of the location of equipment they could use. It was not until the final weeks of my internship that I learned that there was a color copier that could be used in the Production Department. If I had known this earlier, I could have improved the images I used in my activities.

In addition to ways the Museum and its staff could improve the internship experience, there were also ways in which my supervisor Theresa Hutchinson could improve her effectiveness. Since I did not receive a comprehensive introduction to the museum, my supervisor could have provided me with this vital information. Another recommendation would be to provide the intern with more choice in deciding the projects he or she will work on. Since there is not a full-time staff member to do many of the projects in the gallery, I was automatically assigned these projects. This limited the flexibility of the internship. While the projects that needed to be completed fit my interests, this may not always be the case with other interns. Another aspect that would improve the internship would be to be given more feedback on projects as they are being

completed. The experience that Theresa has in creating exhibits and activities for children would have saved me from making many of the mistakes I did. Moreover, she would have been able to set me on the right course before I finished a project. If Theresa, for example, would have reviewed my First Ladies activity in its initial stages, she could have pointed out the need for simple wording for young visitors and saved me time making revisions. A final improvement that could be made is to include interns in additional museum meetings and activities. While Theresa was very conscientious in including me in meetings near the beginning of my internship, near the end it decreased. The internship would have been more valuable had I been able to take a fuller role working behind the scenes.

Throughout my internship, I was also able to perceive ways in which the *Mysteries in History* gallery could be improved. The greatest improvement would be the addition of a full-time staff member which would allow for this person to become an expert on the gallery. It would open up the possibility for improved interpretive programming by giving the staff member the time to learn more about each activity and to develop special temporary programming. With the decorating of Main Street for the holidays, for example, a full-time staff member could do some programming on Christmas traditions from the late nineteenth century. Such programming would greatly enhance the visitor's knowledge and experience. A full-time staff member would also have time to improve existing activities. The archaeological dig activity, for example, would greatly benefit from the creation of an alternative script for older children. Such a staff member would also have the time to create more written information on the gallery and teach new interns and other staff members about the gallery. This was a limitation during my internship. If a question I was unable to answer was asked about the gallery, there was not a permanent staff member present to ask.

Other improvements involve remodeling the *Mysteries in History* gallery. The location of the simulated archaeological dig, for example, is one area that needs to be

changed. Having the activity at the gallery's entrance causes constant interruptions during the activity making it necessary to fight for the participant's attention. Noise levels around the entrance also make it necessary to sometimes shout. The dig would benefit from being in a separate, enclosed area within the gallery. The area, however, should still be visible from the traffic patterns of visitors. The gallery would also benefit with the addition of an enclosed area for special activities like storytelling or for other "downtime" between children and parents. A fixed activity center would further enrich the gallery by serving as a station where youth volunteers could pull out activities and where return guests would know to expect added programs. Finally, the gallery could be improved by the addition of more hands-on activities. It lacks the direct historical experience activities that are in many other museums. A visitor can view what a late nineteenth century print shop looked like, but cannot turn the wheel of the printing press to experience actual printing.

In addition to the limitations of the internship program at the Children's Museum of Indianapolis, my own personal actions also hindered the learning experience available in my internship. One factor that would have enhanced my learning experience would have been starting the internship earlier. By giving myself the full fifteen weeks to complete my required hours, I would not have been as rushed to complete my projects and would have had more time to work on projects concentrating on my interests. It would have also been nice to spend some time doing research on the various areas of interpretive programming in the gallery. This would have not only added to my knowledge but made the visitor's experience more satisfying. The intense concentration on my projects also hindered my ability to observe the innerworkings of the Museum. Several times, I was unable to attend museum meetings because of conflicts in my schedule due to deadlines. Finally, my concentration on projects lessened the time I had to gather visitor feedback and responses, an important aspect to creating successful exhibits and activities.

While the internship had its limitations, there were far more positive aspects, and I would rate the overall experience as excellent. The internship was an enjoyable and educational experience that fulfilled all of my expectations. With the internship, I was given the chance to gain experience and develop new skills, while also drawing on skills that I had learned at Ball State University. I was given a diverse set of responsibilities that were both interesting and challenging. I was able to work in a successful, world-renowned museum and given the opportunity to network with its staff. With all these benefits, I would recommend the internship program at the Children's Museum of Indianapolis and the *Mysteries in History* gallery for anyone looking for a wonderful internship experience.

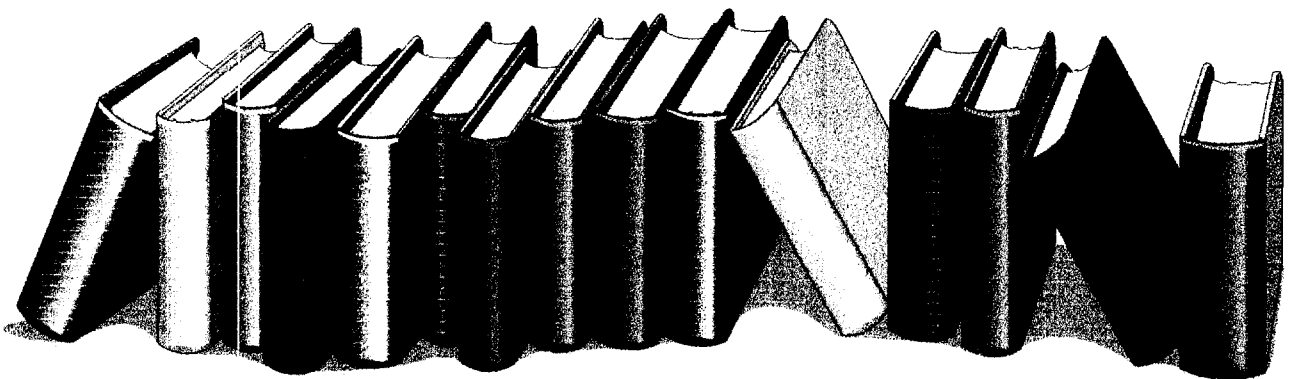




**History 300 Internship**

**The Children's Museum  
of Indianapolis**

**Fall 1999**





## Introduction

In the fall of 1999, I participated in the internship program at the Children's Museum of Indianapolis in the *Mysteries in History* gallery. Throughout my internship, I was under the supervision of Michael Wm. Doyle, Ph.D., Assistant Professor and Coordinator of the Public History Internship Program at Ball State University, and Theresa Hutchinson, Educator/Programmer of American Materials at the Children's Museum. With five levels and ten galleries that focus on history, science, world cultures, and the arts, the Children's Museum of Indianapolis is the largest institution of its kind in the world. The *Mysteries in History* gallery, where I interned, has the unique purpose of introducing children to the process of learning about the past through visual, written, spoken, and "excavated" clues. In doing this, it features activities dealing with archaeology, documents, photographs, architecture, and oral history. The gallery includes a simulated archaeological dig, replicas of a French fur trading post and a late nineteenth century street, and an authentic historic log cabin. As part of my internship, I was responsible for the interpretive programming in these areas, as well as the development of exhibits and activities for the gallery.





*[Brochure provided by the Children's Museum of Indianapolis.]*

# The Children's Museum of Indianapolis

## The Facts Behind the Museum

### The Children's Museum of Indianapolis

3000 N. Meridian St., Indianapolis, IN 46208-4716

P.O. Box 3000, Indianapolis, IN 46206-3000

(317) 334-3322 FAX (317) 921-4019

[www.childrensmuseum.org](http://www.childrensmuseum.org)

The Children's Museum of Indianapolis, a non-profit institution committed to enriching the lives of children, is the largest children's museum in the world today. The 356,000-square-foot facility houses 10 major galleries that explore the physical and natural sciences, history, foreign cultures and the arts. The Children's Museum, situated on 13 acres of land in Indianapolis, presents thousands of programs and activities each year.

**MISSION:** To enrich the lives of children

**YEARLY ATTENDANCE:** More than one million

**FUNDING:** The Children's Museum is a non-profit institution [501(C)(3)] with revenues from investment income; contributions and grants from individuals, foundations, corporations and groups; earned income; memberships; and admission income.

**BUDGET:** Operating budget \$18 million in 1998:

34% Support from endowment

20% Contributions and grants from individuals, foundations, corporations, The Children's Museum Guild and other organizations

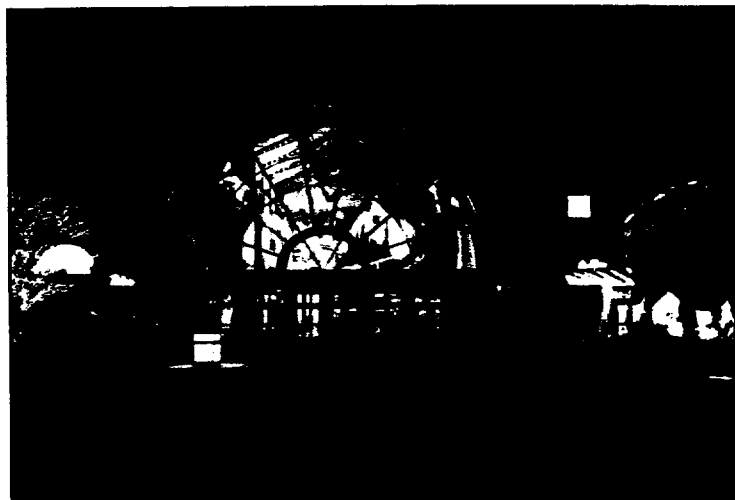
23% Program and activity fees, museum store and leased restaurant

23% Admission, membership fees and museum tours

**GOVERNANCE:** An independent, non-profit institution with a 30-member board of trustees. In addition, there is a 15-member board of advisors.

### FACILITY:

Museum established in 1925. Moved to current location in 1946. Construction to become world's largest in 1976: \$9 million,



*Five floors of fun await visitors to The Children's Museum of Indianapolis.*

225,000 sq. ft., designed by the Indianapolis architectural firm of Wright, Porteous and Lowe.

1988 additions (Welcome Center, SpaceQuest® Planetarium, additional classroom space, new galleries for special exhibits): \$16 million, 80,000 sq. ft., Welcome Center designed by Woollen, Molzan and Partners, Inc.

1996 additions (CineDome™ Theater and Allen W. Clowes Festival Park): \$14 million, 32,000 sq. ft., CineDome Theater designed by Browning Day Mullins Dierdorf Inc.

### LEARNING ENVIRONMENTS:

#### Outside:

*Allen W. Clowes Festival Park* – Offers seasonal outdoor programming and provides visitors a chance to sit and relax.

*Ritchey Woods Environmental Education Center* – Located on Hague Road between 96th and 106th streets, Ritchey Woods offers guided walks and other programs to enable visitors to experience the wonder of nature.

#### Level 1:

*All Aboard!* -- A Victorian railway depot, complete with a 19th-century locomotive called the Reuben Wells and a tool car, recreates the rivertown of 1890s Madison, Ind. Includes Thomas the Tank Engine™ interactive train layouts for pre-schoolers.

*SpaceQuest® Planetarium* – A 130-seat theater featuring family

-- more --

  
**The Children's Museum**  
of Indianapolis

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programs about the universe using a Digistar® computerized graphic processor and a state-of-the-art audio system.

*Ruth Allison Lilly Theater* – A 350-seat performing arts venue featuring the finest children's theater.

*"What if...?"* – Three environments for young explorers: an underwater adventure, a mummy's tomb and a dinosaur dig.

*Rex's Lending Center* – The first lending center to bridge the gap between museums and libraries by allowing visitors from across the state to borrow materials and return them to nearly any library in Indiana.

#### Level 2:

*Welcome Center* – Includes the box office, information desk, coat check, museum store, restaurant and a spectacular 30-foot-tall water clock (the only one of its kind in North America).

*Reflections Restaurant* – Designed as a marketplace and a respite from the hectic pace at the museum, *Reflections* allows each visitor to select from a variety of foods and enables families/groups to then pay at the centralized cashiers. The vendor selection includes Starbucks®, Mrs. Fields®, Charleston Market, Cafe Fresca, McDonalds®, Pizza Hut® and Oscar Mayer®.

*The Museum Store* – The store's selection of products are carefully chosen to interest young and old in science, arts and crafts, imagination and kidstuff!

*CineDome™* – A larger-than-life, 310-seat, large-format theater that puts the audience in the action. The 76-foot, domed screen immerses audience members in erupting volcanoes, adventures through tropical rain forests and much more with bold, vivid clarity.

#### Level 3:

*Spurlock Special Exhibition Gallery* – Features changing exhibits developed by the museum or brought in from around the world.

*Johnson-Weaver Pavilion* – A gallery developed to house a vast array of temporary exhibits.

*Passport to the World* – Explores how people around the globe celebrate, communicate, imagine and create.

*Eli Lilly Center for Arts Exploration (CFAX)* – Encourages self-expression and creativity by providing experiences in dance, song, literature and art. Visitors can enjoy professional and youth performances and creations, or indulge in opportunities to create their own masterpieces.

*Polar Bear* – An icon for The Children's Museum, the polar bear has been on display since 1964. Many of today's parents remember seeing the polar bear when they were young.

*MiniMasterpieces* – A collection of detailed miniature rooms.

#### Level 4:

*Mysteries in History* – Explores the past through hands-on exhibits. Includes an authentic 1830s log cabin and a 1900s downtown street.

*Story Avenue: African-American Voices That Teach Us All* – Focuses on the importance of the oral tradition in all of our lives. As Indianapolis' first permanent African-American exhibit, stories become the artifacts on display.

*Playscape* – Designed for infants to six-year-olds to develop important skills through the learning method that is most successful for them — play. Includes a giant birdhouse, a tree house, a water table and a sand dome.

*Race car* – An authentic Indy car, this PC9a model offers children the chance to climb in and imagine themselves speeding around the track.

#### Level 5:

*ScienceWorks in the Dow Science Center* – A unique state-of-the-art gallery encouraging hands-on learning in science. Visitors can climb a limestone wall, build and "sail" a boat, understand the effects of erosion, explore life underground and peer beneath an Indiana freshwater pond!

*Mildred S. Compton Gallery* – The Toys and Dolls display features some of the most fascinating pieces from the museum's collection. The turn-of-the-century carousel invites adults and children to ride hand-carved, exotic animals.

*Mastodon* – Found in Greenfield, Ind., this mastodon skeleton is approximately 12,500 years old.

*Dollhouses* – Intricate furniture and detail interiors make these dollhouses a favorite among visitors.

**COLLECTIONS:** The Children's Museum of Indianapolis maintains a collection of more than 105,000 artifacts, the largest collection of any youth museum in the world.

**STAFF AND VOLUNTEERS:** The Children's Museum employs approximately 188 full-time and 200 part-time staff members.

More than 300 volunteers donate more than 21,000 hours annually to a variety of museum projects.

Approximately 500 youth volunteers participate in the Museum Apprentice Program (MAP), where they are trained to lead interactive demonstrations and activities for the public.

Each year about 400 members of The Children's Museum Guild contribute more than 20,000 volunteer hours and raise approximately \$250,000 through the Haunted House

# The Children's Museum of Indianapolis

Internship Opportunities



America's largest builder  
of small discoveries.

*[Brochure provided by the Children's Museum of Indianapolis.]*



## BETH A. HERZOG

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48 Botsford, Muncie, Indiana 47306 (765) 214-8063

April 28, 1999

The Children's Museum of Indianapolis  
Ms. Suzanne Mandel, Manager of Recruiting Services  
P.O. Box 3000  
Indianapolis, Indiana 46206-3000

Dear Ms. Mandel:

Customized internships, staff-level projects, world-renowned children's museum--these are the characteristics that interested me most about the internship program at the Indianapolis Children's Museum. Furthermore, the opportunity that is provided by the "Mysteries in History" program, with its multi-faceted approach to history, uniquely fits my interests and background. As my résumé shows, I possess the experience and qualities that would allow me to make a contribution to this program and to the museum.

While completing a degree in History with the internship option at Ball State University, my coursework has broadened my awareness of current trends in the museum field and has given me a solid foundation in the history, theory, and methods of museology. These courses have provided me with knowledge of the practical aspects involved in running a museum as well as the characteristics of a quality exhibit and museum. Additional courses in archaeology and archival research have also helped to strengthen my museum-related skills.

For more than a year, I have also served as a volunteer in the Collections Department of Minnetrista Cultural Center. This experience has enabled me to not only work with Minnetrista Cultural Center's professional staff, but with the artifacts and the design and construction of exhibits. It has also given me the opportunity to observe the everyday functions of a museum.

I am interested in an internship with the Indianapolis Children's Museum to fulfill my requirements in the History Department at Ball State University and to gain valuable work experience. I am confident that my practical experience and knowledge will allow me to make an immediate contribution to your museum. I will contact you in a few weeks to ensure the receipt of my materials and to discuss a possible meeting time. I look forward to hearing from you and would like to thank you for your time and consideration.

Sincerely,

Beth A. Herzog

Enclosures

## BETH A. HERZOG

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Current: 48 Botsford, Muncie, Indiana 47306 (765) 214-8063 (until May 8, 1999)

Permanent: 560 E State Road 164, Jasper, Indiana 47546 (812) 482-4759 (as of May 9, 1999)

### Education

**Bachelor of Arts**, December 1999

Ball State University, Muncie, Indiana

Major: History

Minors: Anthropology, Management, and Political Science

GPA: 3.9/4.0 (major), 3.9/4.0 (overall)

Honors: Dean's List (8 times), Distinction Fellowship Recipient,  
Lester F. Schmidt and Robert LaFollette (history awards),  
Who's Who Among American College Students, Westminster  
Study Abroad Program

### Museum Experience

**Collections Volunteer**, Minnetrista Cultural Center

Muncie, Indiana; January 1998-Present

- Catalogued artifacts
- Assisted in the construction and removal of exhibits
- Assisted in basic conservation methods

**Lab Assistant**, Ball State Archaeological Resource Management

Muncie, Indiana; September 1998-Present

- Cleaned, sorted, and catalogued artifacts

**Lab and Field Assistant**, Schroeder Saddletree Factory Project

Madison, Indiana; June 1998-July 1998

- Assisted in the excavation and processing of artifacts
- Acted as a docent for museum visitors
- Contributed to the site report through archival research

### Other Work Experience

**Sales Clerk**, Balloon Magic and Popcorn Shop

Jasper, Indiana; March 1993-August 1995

- Managed store operations when the owner was away
- Trained new staff members

**Teaching Intern**, Ball State History Department

Muncie, Indiana; January 1997-May 1998

- Assisted professor with grading and recording attendance
- Conducted study sessions

### Activities

**Secretary**, Phi Alpha Theta (History Honorary) Spring 1997

**Member**, Phi Society 1997-Present

**Member**, Mortar Board 1997-Present

**Member**, Honors College 1995-Present

**Member**, History Club 1995-Present

**Intern Responsibilities**  
**Beth A. Herzog**  
**The Children's Museum of Indianapolis**

**Interpretive Programming**

The intern will be involved in interpretive programming in the *Mysteries in History* gallery two days during the week and Saturdays.

**Exhibits**

The intern will:

Assist Associate Curator of the American Experience Collections Andrea Hughes with the *Elvis to the Moon* exhibit for the center section cases in the *Mysteries in History* gallery.

Develop and install an exhibit or exhibits using the vitrine case and ephemeral cases in the *Mysteries in History* gallery.

Decorate the Main Street area of the *Mysteries in History* gallery for the holidays.

**Activities and Programs**

The intern will:

Develop and implement an activity on the First Ladies for the *Mysteries in History* gallery.

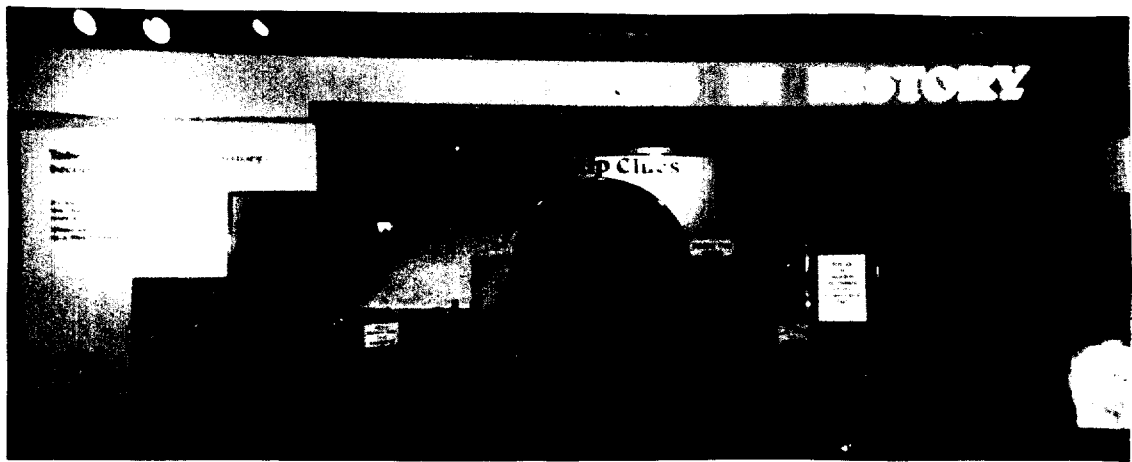
Develop and implement an activity on shoes for the *Mysteries in History* gallery.

Develop and implement an activity on ships for the *Mysteries in History* gallery.

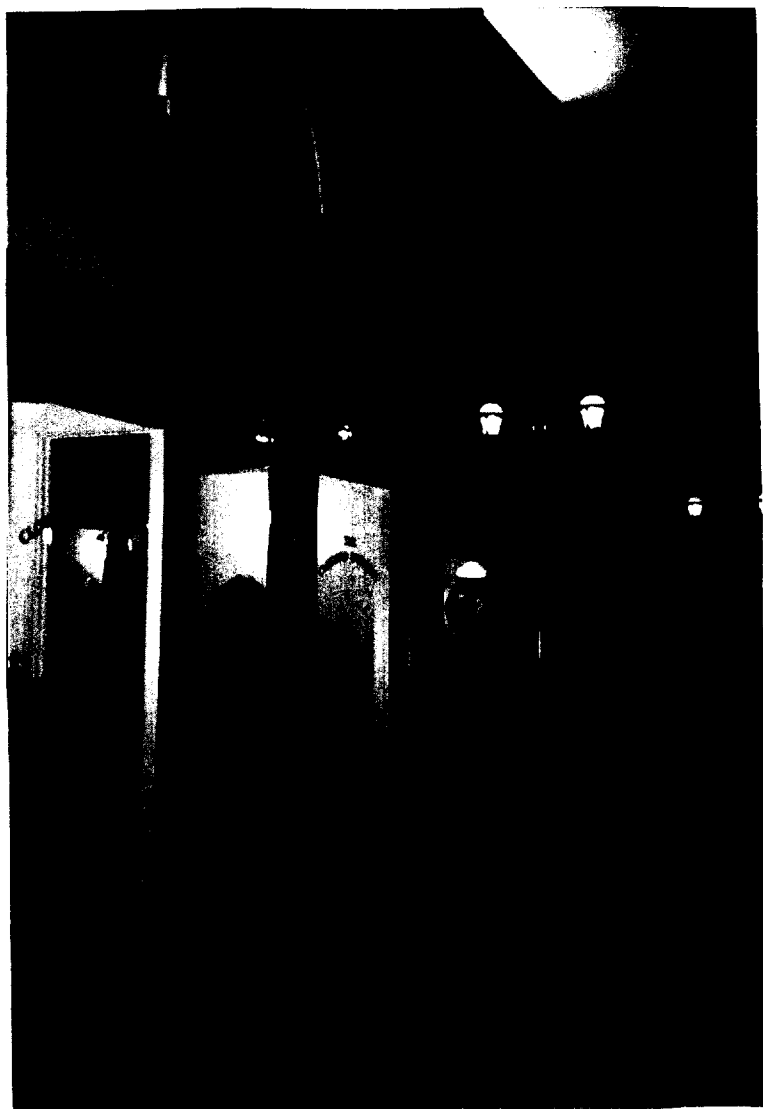
Develop an activity on the 1970's and the 1980's that includes an activity for the *Mysteries in History* gallery and an activity to be used for a distance learning program for the Children's Museum of Indianapolis.

Develop an activity for pre-school children for the *Mysteries in History* gallery.

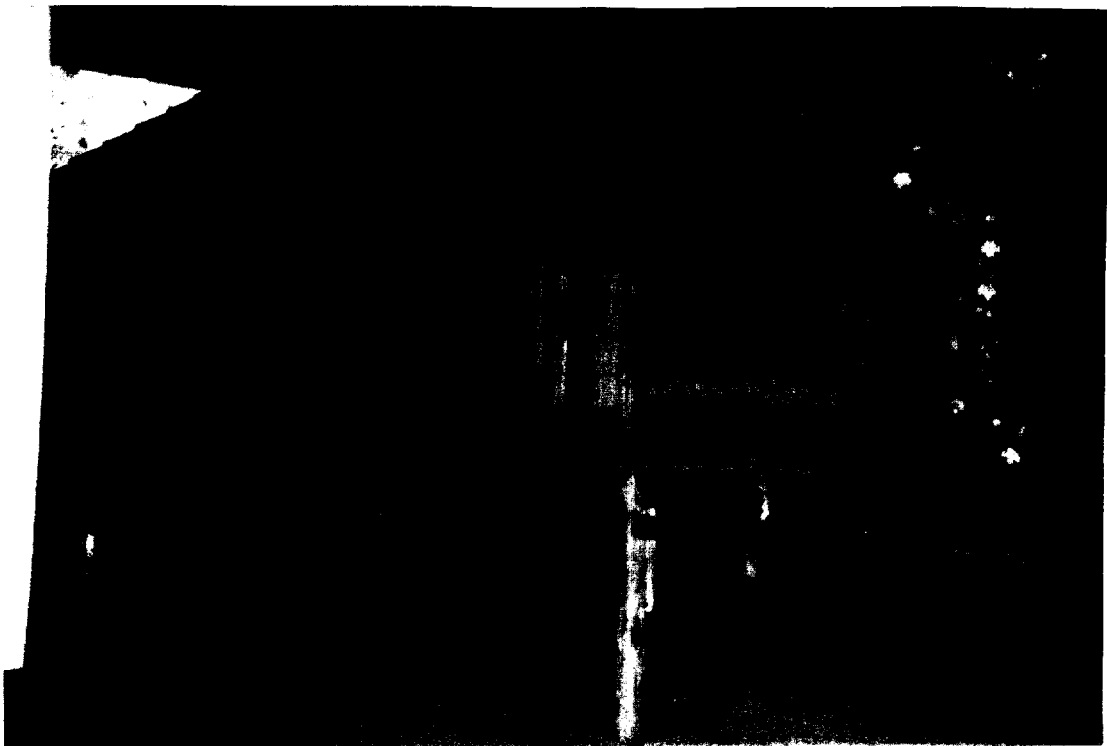
## *Mysteries in History Gallery*



*[Mysteries in History gallery entrance]*



*[Late nineteenth century street]*

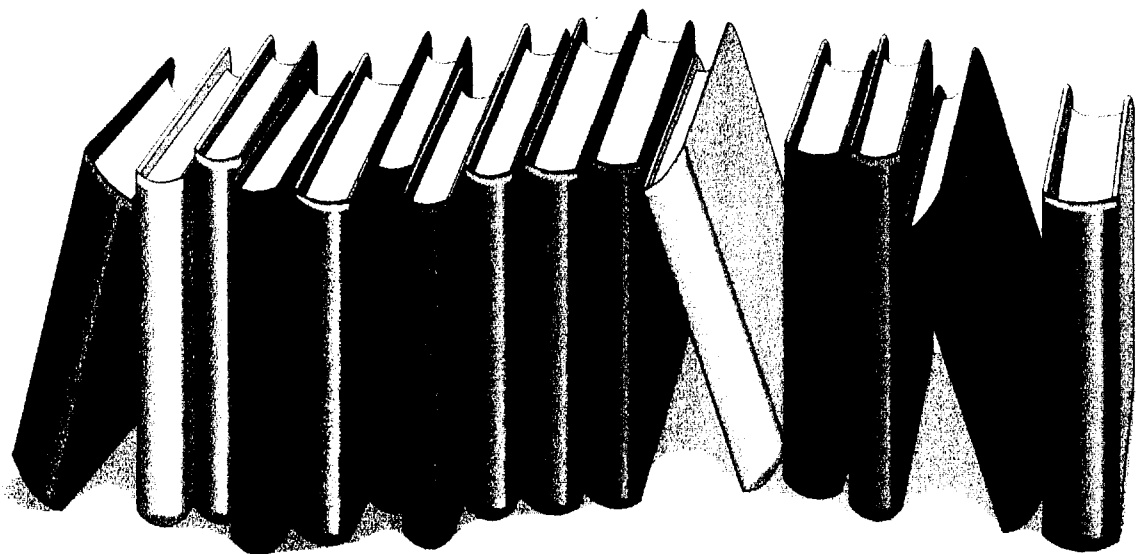


*[Log cabin]*



*[Cabin yard]*

# Interpretive Programming



## Interpretive Programming

The interpretive programming portion of my internship involved several aspects. Throughout the internship, I worked in the *Mysteries in History* gallery two days during the week and every Saturday. On weekdays, I greeted people at the entrance, introduced visitors to archaeology with artifacts, and answered questions. I also monitored the gallery's exhibits for physical problems. On Saturdays, meanwhile, I ran the archaeological dig activity, interpreted the gallery's French fur trading post and three late nineteenth century shops, and supervised the gallery's youth volunteers.



[Archaeological dig activity]

## ***Mysteries in History Archaeology Dig Script***

*[Script provided by the Children's Museum of Indianapolis.]*

### **Information about the Dig**

- The dig activity runs every hour from 11:00 A.M. to 4:00 P.M.
- Tickets are required for the dig and are given away at quarter till each hour.
- The dig is a thirty minute activity with five minutes of actual digging--the rest of the time is spent on a discussion of history and archaeology.
- The dig is recommended for children six years and older.
- Children participating in the dig must stay for the entire activity.
- Parents need to stay in the general area during the dig activity.

### **Archaeological Dig Script**

- Begin the activity by introducing yourself.
- Today, I am going to help you become archaeologists.
  - Does anyone know what archaeologists do? (study history)
  - Can anyone tell me what history is? (anything that has happened in the past)
  - What are some examples of history? (birth date, long time ago, one second ago, when Abraham Lincoln was around, tomorrow)
- Archaeologists learn about history in four ways.
  1. One way is what we are going to be doing in a few minutes. (digging in grids)
    - The objects we find today are around 200-250 years old and can be found here in Indiana.
    - There will be no dinosaur bones. Does anyone know why? (Dinosaurs weren't around 250 years ago and archaeologists don't dig then up--paleontologists do.)
  2. Another way is through reading or visual clues. (What do you do with a book?)
    - What could you read besides books to learn about history? (newspapers, diaries, records, computer)
  3. Another way archaeologist learn about history is through talking or spoken clues. (What am I doing right now?)
    - Do your parents ever tell you stories about when they were your age? (yes) Did you know that you are learning about history when they tell you stories?
  4. Another way is through looking at pictures or visual clues. (How do you know what your parents looked like when they were your age?)
    - Did we have cameras 250 years ago? (no) How did we get pictures 250 years ago? (drawing, painting, carving)
- Which of these four ways are you going to be using today? (digging)
- While digging today, you are going to find two kinds of objects in the sand.
  1. We are going to find artifacts. Artifacts are things that are made or changed by people.
    - Can you think of any artifacts? (clothes, shoes, pottery, table, lights, fake rocks)
  2. The other things we are going to find are ecofacts. Ecofacts are things that are



made by nature.

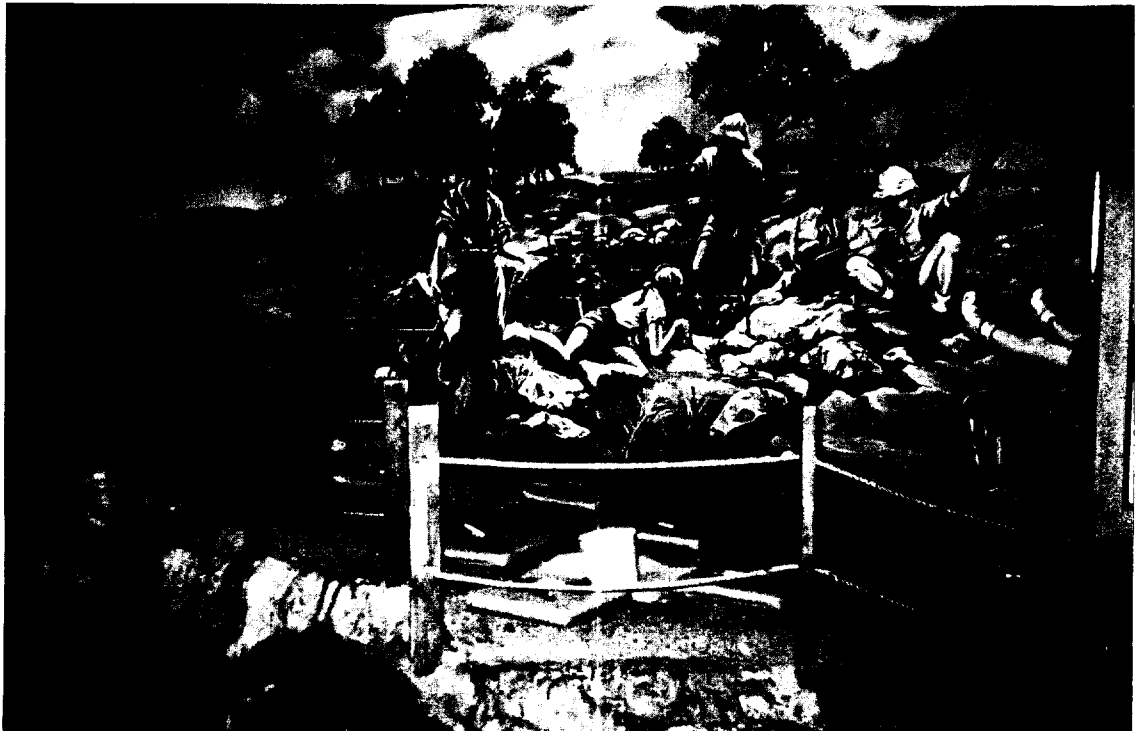
- Can you think of any ecofacts? (real rocks, dirt, grass, trees, flowers, live animals)
- Give quiz over artifacts and ecofacts.
  - Show two types of fresh water mussel shells. One shell is unchanged and is an ecofact. The other shell has been made into a bracelet and is an artifact.
- Explain the tools used while digging.
  - One tool that we will be using is the hand trowel. (Show the right and wrong ways to use.)
  - When you uncover an object, take it out and brush it off. After you get all the sand off, put the object in your blue bucket.
- It is time to dig.
  - Are you ready to dig? (Give the kids five minutes to dig and make sure to warn them when their time is almost up.)
- It is time to stop digging.
  - Put your tools on your mats and bring your buckets with you to the wooden table.
  - After archaeologists are done digging, they get together in groups to try to figure out what they have found.
  - I want everyone to get an object out of your bucket that you want to talk about. We will try to figure out what it is and if it is an artifact or an ecofact. (This can be repeated depending on the number of diggers.)
  - I want you to put your buckets under the table, and we will look at some of the objects on the table. (Go around the table and explain the objects on the table.)
  - Ask the kids what types of animals and people lived in Indiana 200-250 years ago.
- Give a summary of the dig.
  - We have uncovered a French fur trading post that would have been in Indiana around 200-250 years ago.
- Leave the dig area and go to the diorama.
  - Point out the similarities in the diorama with our dig (grids). Also, point out the mapper, cataloguer, and scuba diver.
- Leave the diorama and go to the trading post.
  - What do you see in the post that we found in the dig or that was on the table? (pottery, trap, trading beads, wall hook, etc.)
  - What do you see in the cabin that was not in the dig? (fur, food, clothing, baskets, wood) These are all items that would have rotted away, and we wouldn't have found them in our dig.
  - What did we find in the dig that you don't see in the trading post? (bones and broken pottery) Why don't we see these items? When you have chicken for dinner, what do you do with the bones? (Throw them away.) When you break a glass, what do you do with it? (Throw it away.)
  - Do you know what we were digging through in our dig? We were digging

through the Frenchmen's garbage. Did it seem like garbage? (no)

- Finish with what objects archaeologists will find of ours.
  - Archaeologist have to dig through garbage a lot of the time, because it is all that people have left behind. What do you think archaeologists in the future will find that we throw away. (TVs, VCRs, car tires, etc.)
- Dismiss the group.
  - Well, that is all that I have for you. You were a great dig group. You are free to go.

#### List of Artifacts and Ecofacts:

French gun powder horn	wall hook
spoon from a beaver trap	French pottery (glazed)
Indian pottery (sand and shell)	Jaw harp
shot and knife (with rotted handle)	ax
flint and flint striker	Indian trade beads
trade silver	deer bones (shoulder, rib, hip)
raccoon and muskrat skull	shell
bear skull	connected fork and spoon



*[Archaeological dig activity]*

## Scripts for the French Fur Trading Post and the Late Nineteenth Century Stores

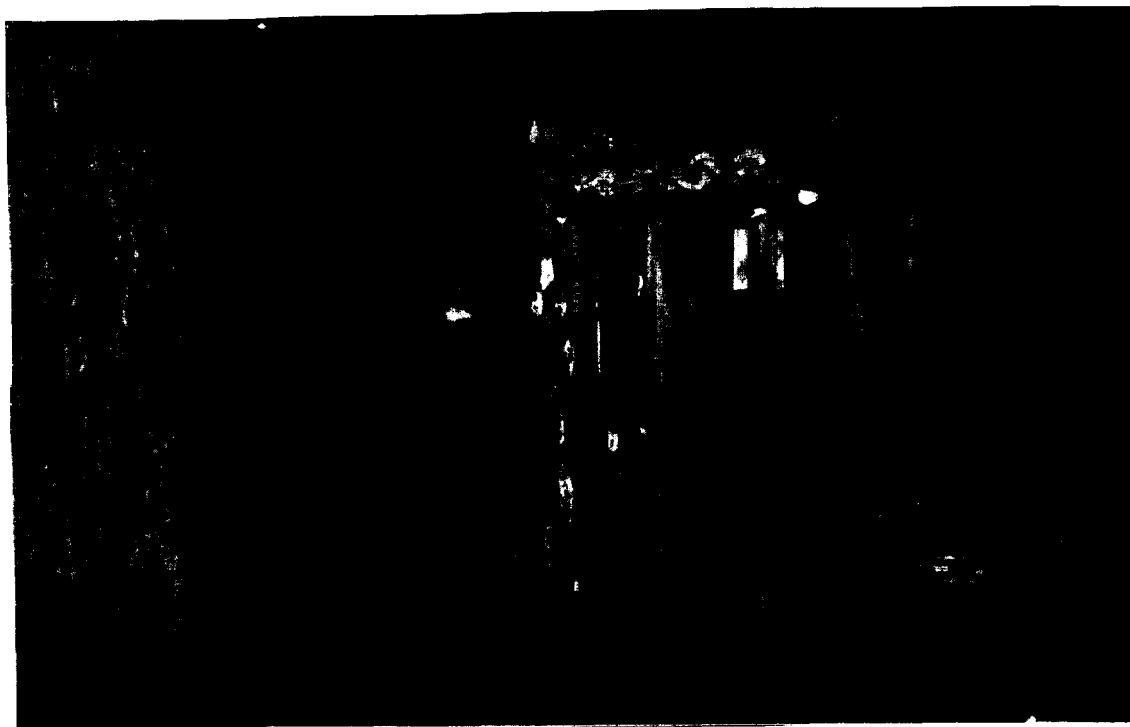
*[Scripts provided by the Children's Museum of Indianapolis.]*

### French Fur Trading Post

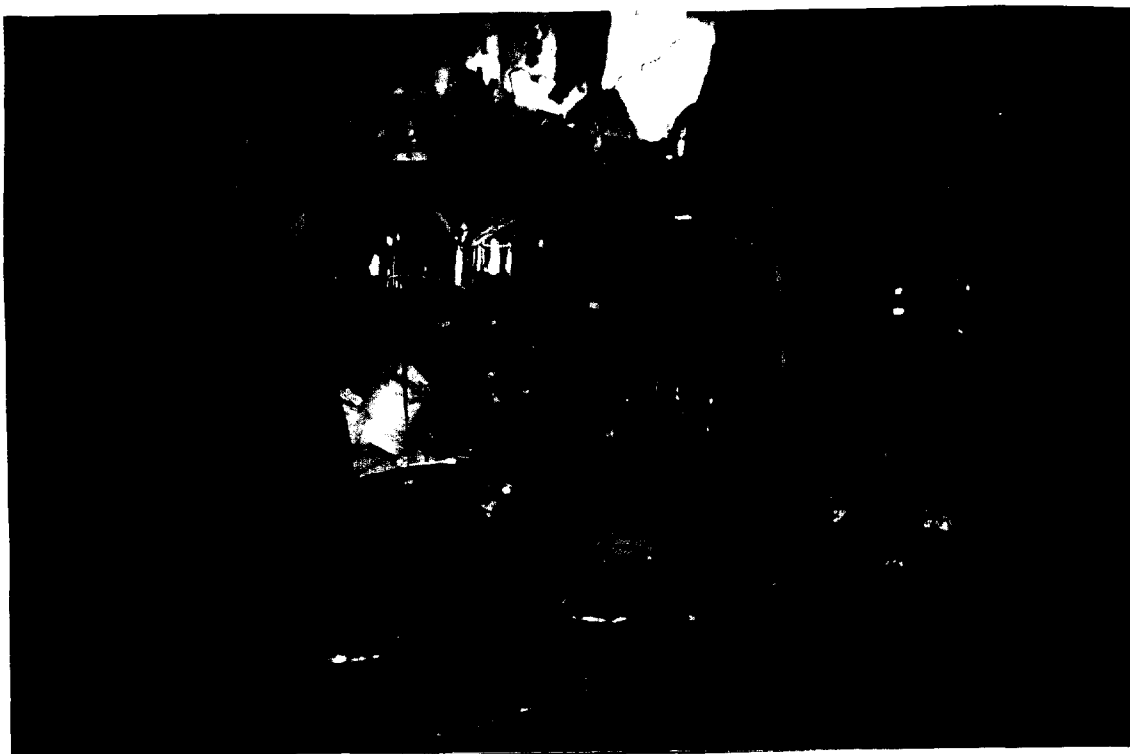
Hello! Welcome to our replica of a French fur trading post that might have existed 200-250 years ago. The Frenchman would have come to Indiana by himself and built this temporary structure. He would have lived here for about three months. During this time, he would have hunted for furs or traded with the local Indians. The furs would be sent to Montreal then to France where hats would be made of them.

How do you think we know about all the things found in a French fur trading post? Well, we know by archaeological digs, which uncover hard artifacts such as pottery, metal works, and bones. For soft artifacts, which would decay in the ground over hundreds of years, we know that they existed by other means--possibly a diary of a French fur trader, or maybe drawings he did while he lived in the post (there were no cameras during this time, so we couldn't use photographs), or even possibly through oral history.

Feel free to touch the furs and other objects that I have out, and if you have any questions feel free to ask.



*[French fur trading post]*



*[Inside of the French fur trading post]*

### **Overbay's Print Shop**

Hello! Welcome to Overbay's Print Shop. This is a recreation of a print shop that would have existed here in Indiana around the turn of the century. People would have come here to have anything from calling cards to announcements made. Would you like to learn more about the Print Shop?

The printer would start at the California Job Case. This is where he would get the type or the letters for what he was printing. Do you know another name for capital letters? (uppercase) And small letters? (lowercase) These terms originated in the print shop. The printer stored this kind of type in the upper and lower cases.

The printer then took the type and put it in the galley. He would use this to help him check his spelling. Can you read what we have spelled? (The Children's Museum of Indianapolis) Why is it backwards? (When the paper presses against the type, the words will come out correct.)

After the type was in the galley, the printer went to the proofing press. This is where he could proofread what he set. First, he would use a roller to ink the type. Then, he would put a piece of paper over the galley and roll the barrel over the type to make a copy. Can you help me proof this? Have we spelled everything right? (yes)

Next, the printer would set the letters in a chase. He would use wooden blocks called furniture to fill up the space between the letters and the chase. Then, he would use quions to tighten the chase. The printer would use a printer's key to tighten the quions and use the hammer end of the key to level the type.

Lastly, the printer went to the printing press. He would place the chase in the chase bed, put ink on the inking plate, and start turning the wheel. Rollers would come

up and get ink off the inking plate. The rollers would then go back down and put ink on the type. When the rollers went back up to get more ink, the copy would be made. The paper is pressed against the type like a book. When it opened back up, the printer would quickly take the copy out and place another piece of paper in the press.

If we would have been printing today, this is what we would have made. Do you know what it is? (no) This is a Polar Ice and Fuel Card. At the turn of the century, people didn't have electric refrigerators. They only had ice boxes. To keep the ice box cold so that the food wouldn't spoil, people would need to have ice delivered daily to their homes. To order the ice, they would hang this card so the icemen could read the number of pounds that he would leave. A normal household received twenty-five pounds of ice per day, but on Saturday they would receive fifty pounds. Do you know why? They didn't deliver ice on Sunday.

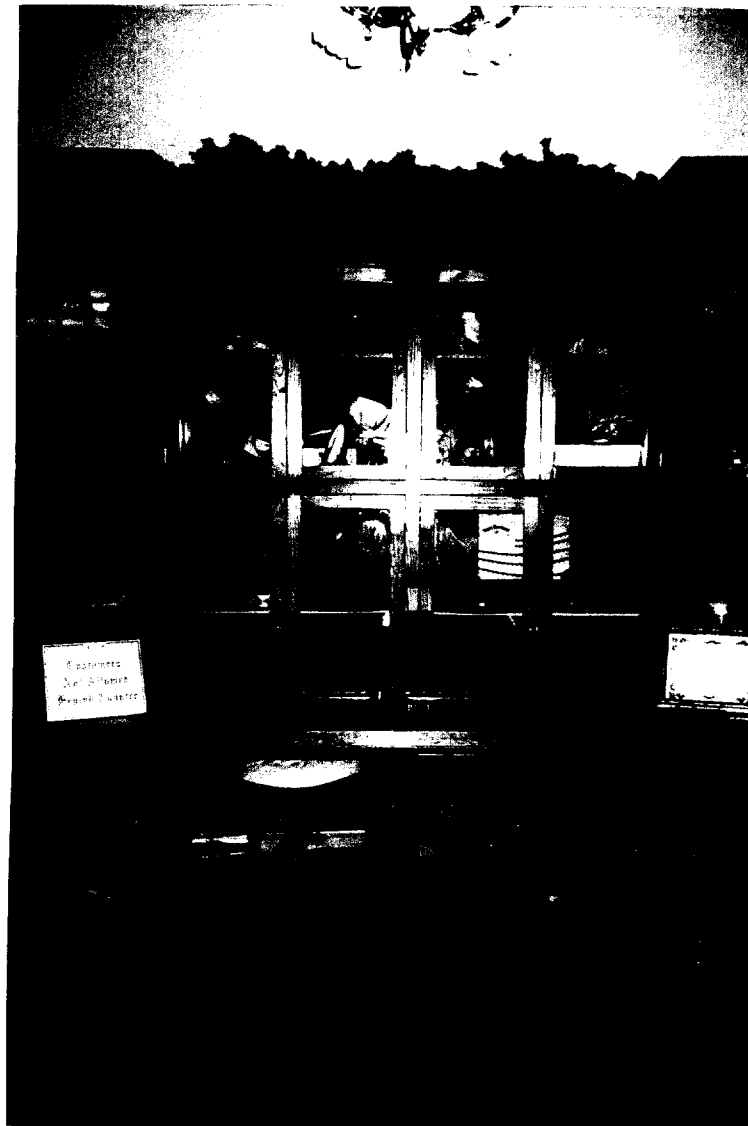
Thank you for learning about the print shop. If you have any questions, feel free to ask. If not, have a good day at the museum.



*[Overbay's Print Shop]*

## The Clothing Emporium

Hello! Welcome to the Clothing Emporium. This is what a turn of the century clothing specialty store might have looked like; however, men's, women's, and children's clothing would have not been sold in the same store. People would have come to the shop to look at and choose fabrics for clothes that they wanted to buy. They would have to be fitted and then wait for their clothes to be made. Along with clothes making, the Clothing Emporium sold fashionable accessories such as fans, muffs, canes, etc.



*[The Clothing Emporium]*

## Danner's Variety Store

Hello! Welcome to Danners. Iva and Forest Danner owned the Model Variety Store in Cambridge, Indiana, during the early 1900's. We know what they sold and what a typical store looked like by using old photographs and old documents.

By looking at the photograph of Danners, you can see the lettering we used on our sign is the same that is in the picture. Also, you can see the type of ice cream sold in Danner's Variety Store is the same kind that we advertise.

This photograph isn't of Danner's Variety Store, but of another variety store during the same period. It helps to show us some of the other objects sold in these stores and how these objects were displayed for sale. Our candy counter is modeled after the one in the picture.

An old inventory list shows us other things that were sold in Danners. Newspaper advertisements, meanwhile, show us the prices of some of the items.

### Objects:

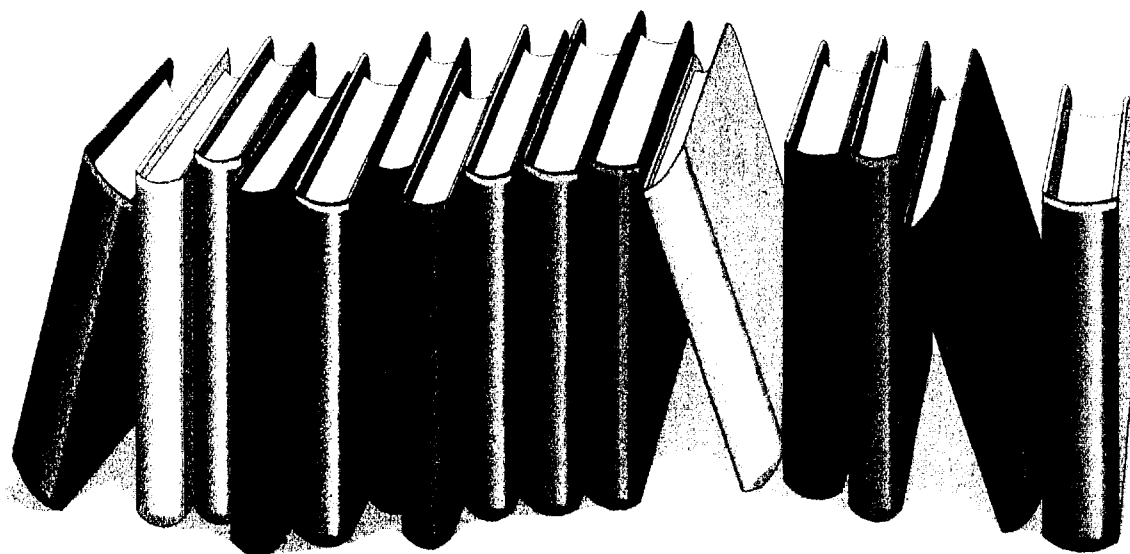
**Soap Saver**—People at this time could not afford to waste anything. Small pieces of soap were put in the soap saver and swished around in dish water to make the water soapy.

**Pot Scrubber**—This metal object was used to scrub the cast iron skillets.

**Sock Darner**—Socks that had holes in them were placed over this wooden object and sewn. People could not afford to throw away a sock because of a small hole.



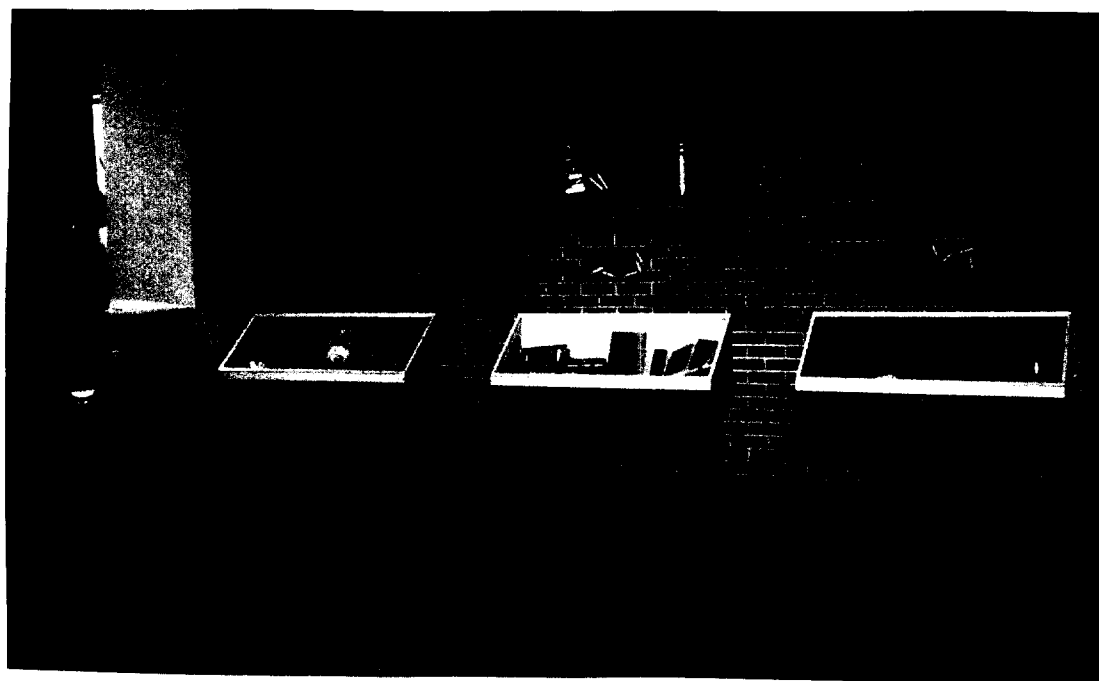
# Exhibits





## Exhibits

Besides interpretive programming, a second feature of my internship involved exhibits. During my internship, I helped Associate Curator of the American Experience Collections Andrea Hughes install the *Elvis to the Moon* exhibit, decorated the gallery's late nineteenth century street for the December holidays, and developed and installed an exhibit on school supplies. The *School Supplies* exhibit was for a "Great-Grandparents, Grandparents, Parents, and Me" comparison. In creating the exhibit I chose the topic, contacted the Collections staff to pull associated artifacts, selected objects to use, removed the previous exhibit, and installed the new exhibit. I also wrote the labels for the exhibit and had the labels approved by the Editing Department and fabricated by the Production Department.

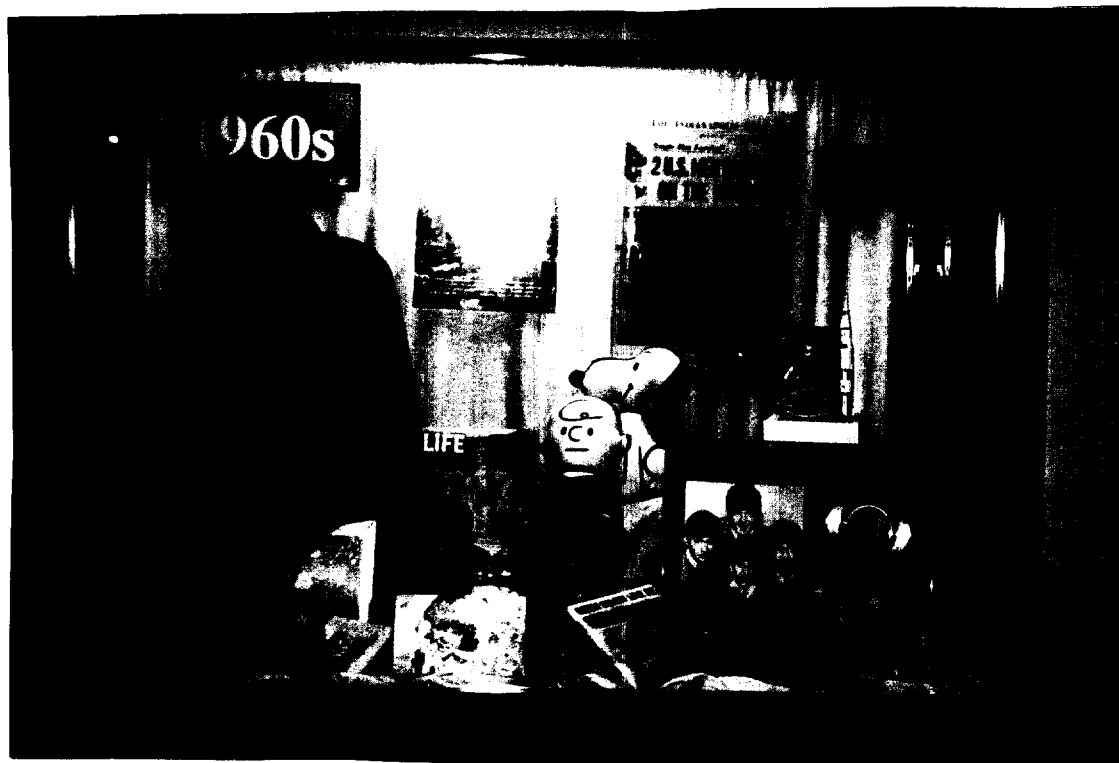
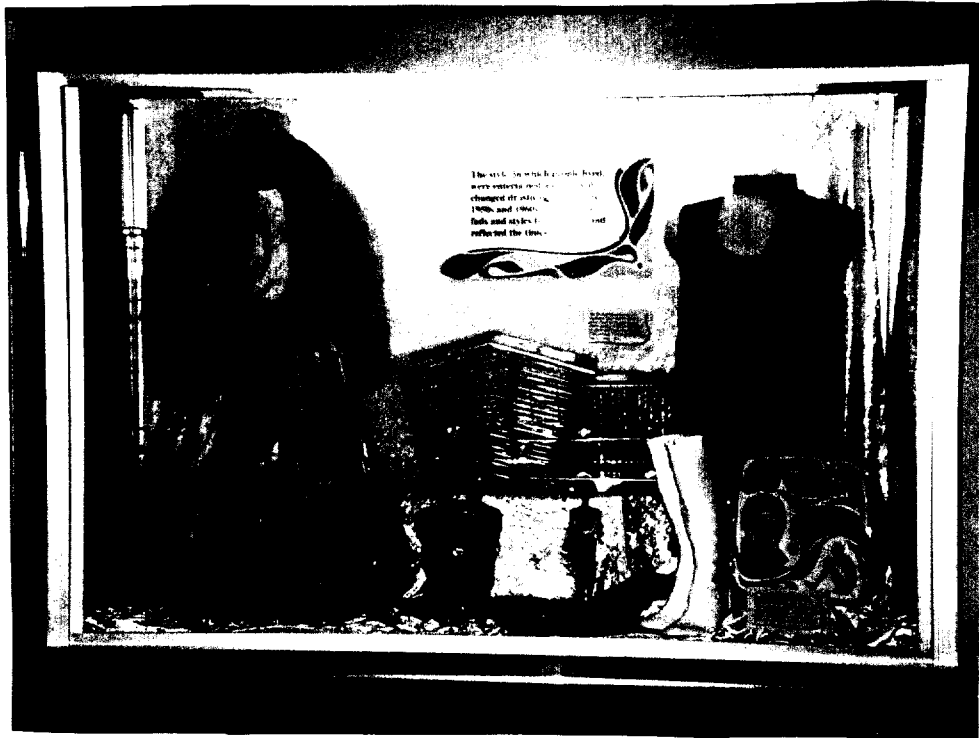


*[School Supplies exhibit]*

## ***Elvis to the Moon Exhibit***

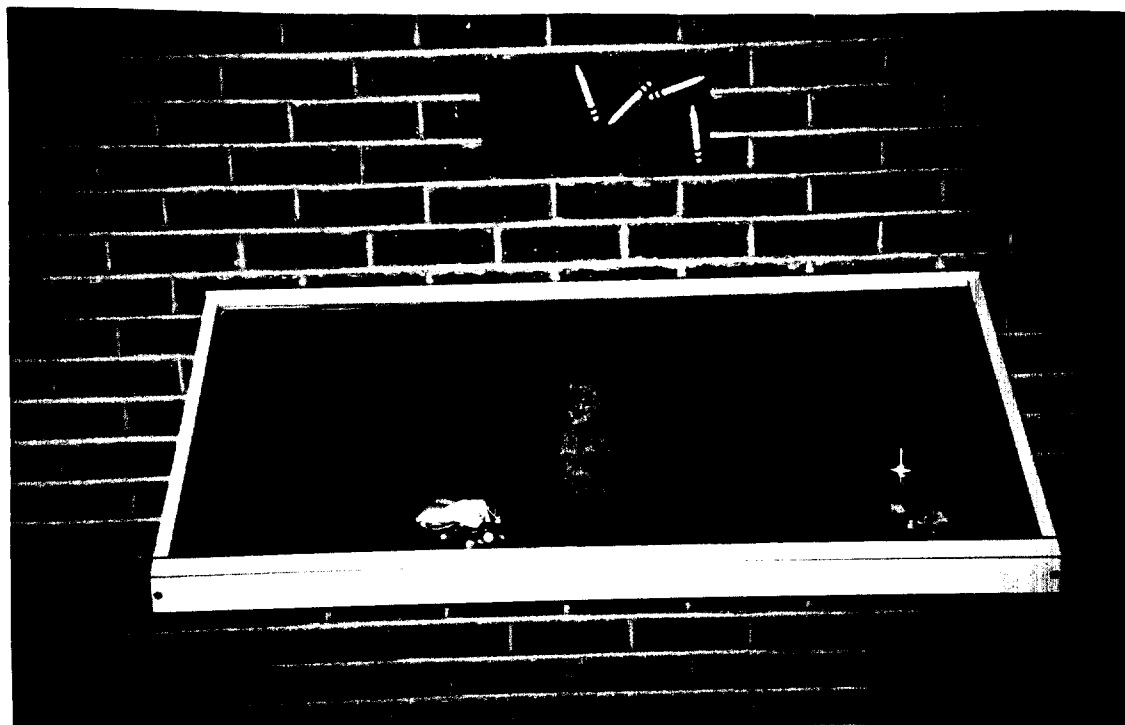
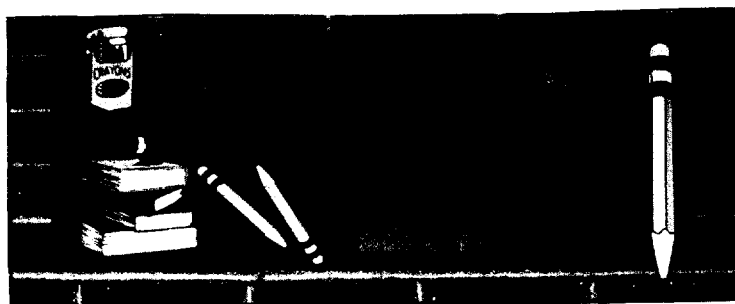
*[The Elvis to the Moon exhibit looks at American history from the 1950's and 1960's. For this exhibit, I helped Associate Curator of the American Experience Collections Andrea Hughes remove the previous exhibit and install the Elvis to the Moon exhibit. Andrea Hughes researched the topic, selected the objects, and wrote the labels. The Production Department designed and produced the labels.]*

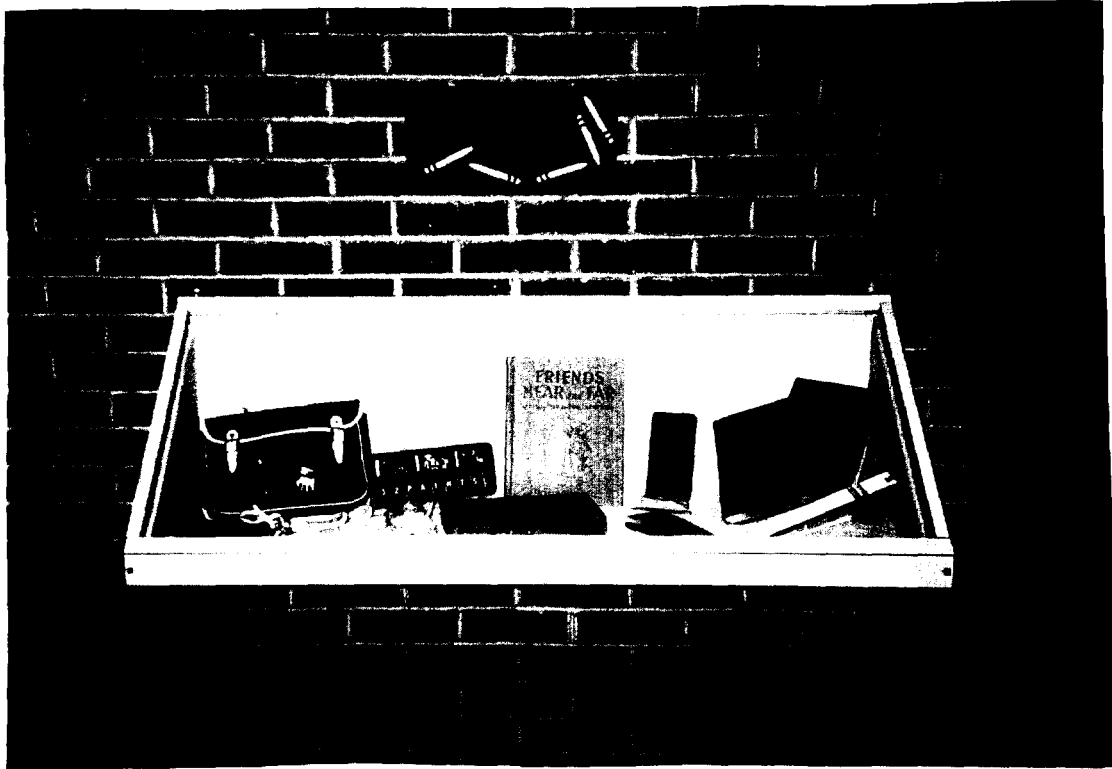


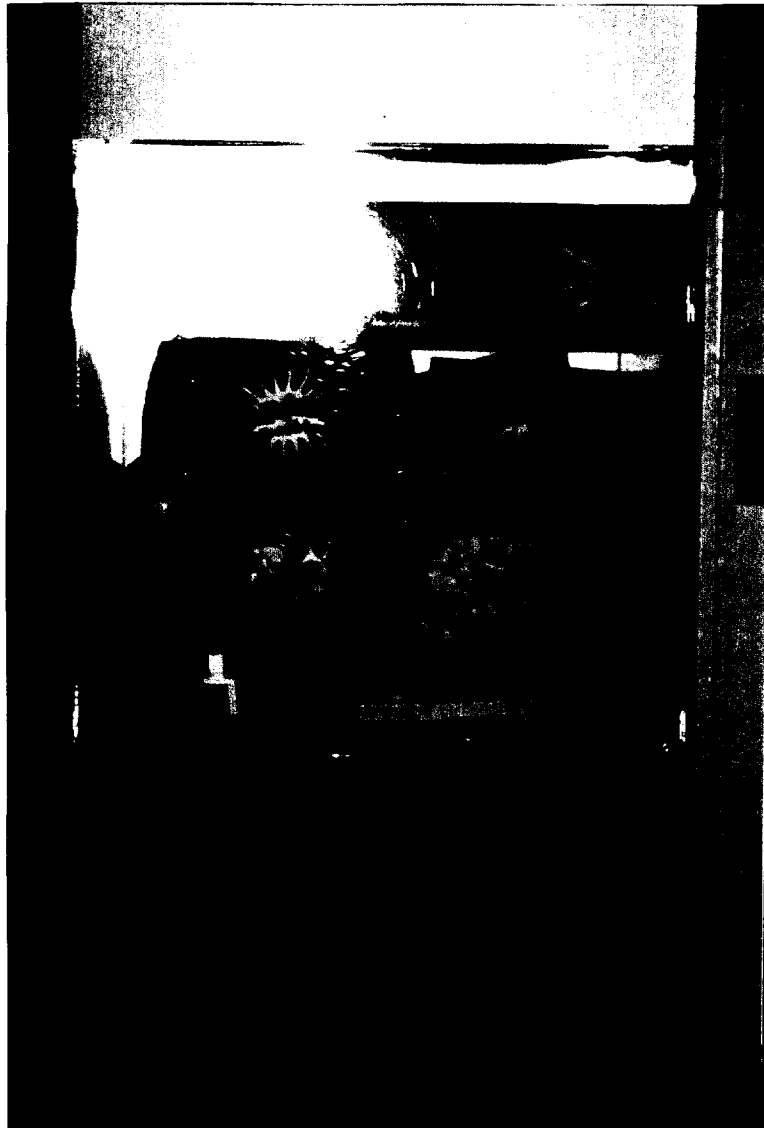


## ***School Supplies Exhibit***

*[The School Supplies exhibit looks at school supplies from the 1920's, 1940's, 1960's, and today in a "Great-Grandparents, Grandparents, Parents, and Me" comparison. I chose the topic, selected the objects, and wrote the labels. The Production Department designed and produced the labels.]*







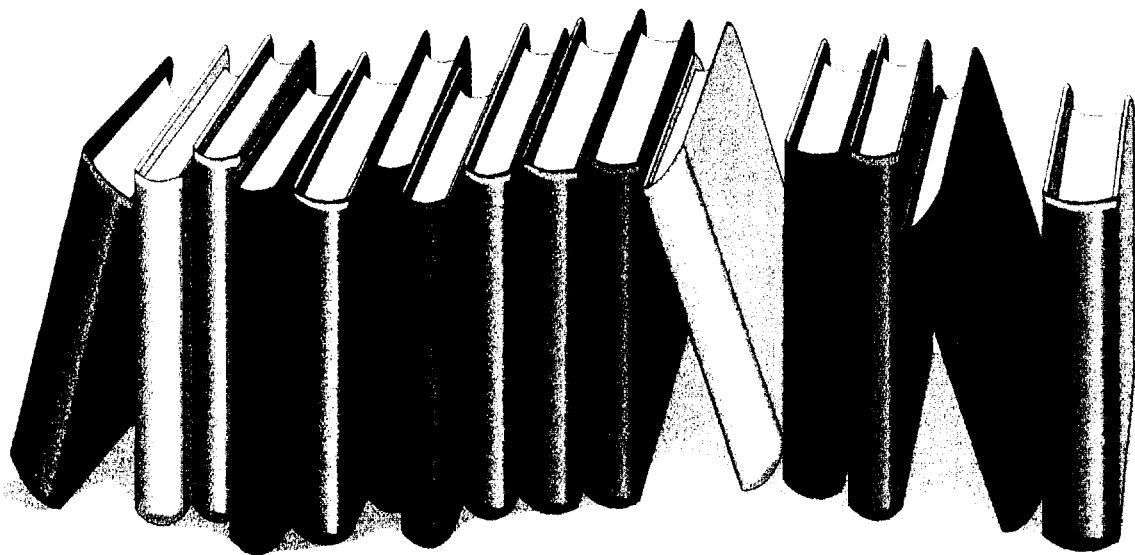
*[1990's Me]*

## Main Street

*[For this aspect of my exhibit responsibilities, I decorated the Mysteries in History gallery's late nineteenth century street for the December holidays with decorations provided by the Children's Museum of Indianapolis.]*



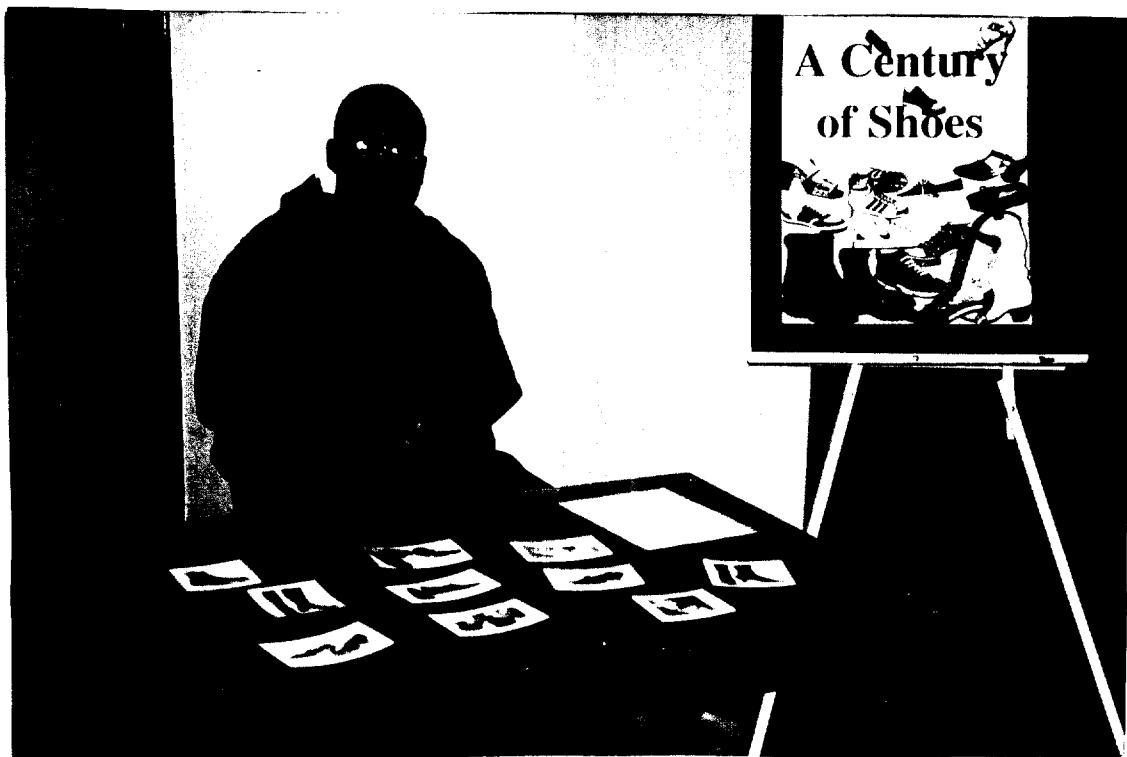
# Activities and Programs



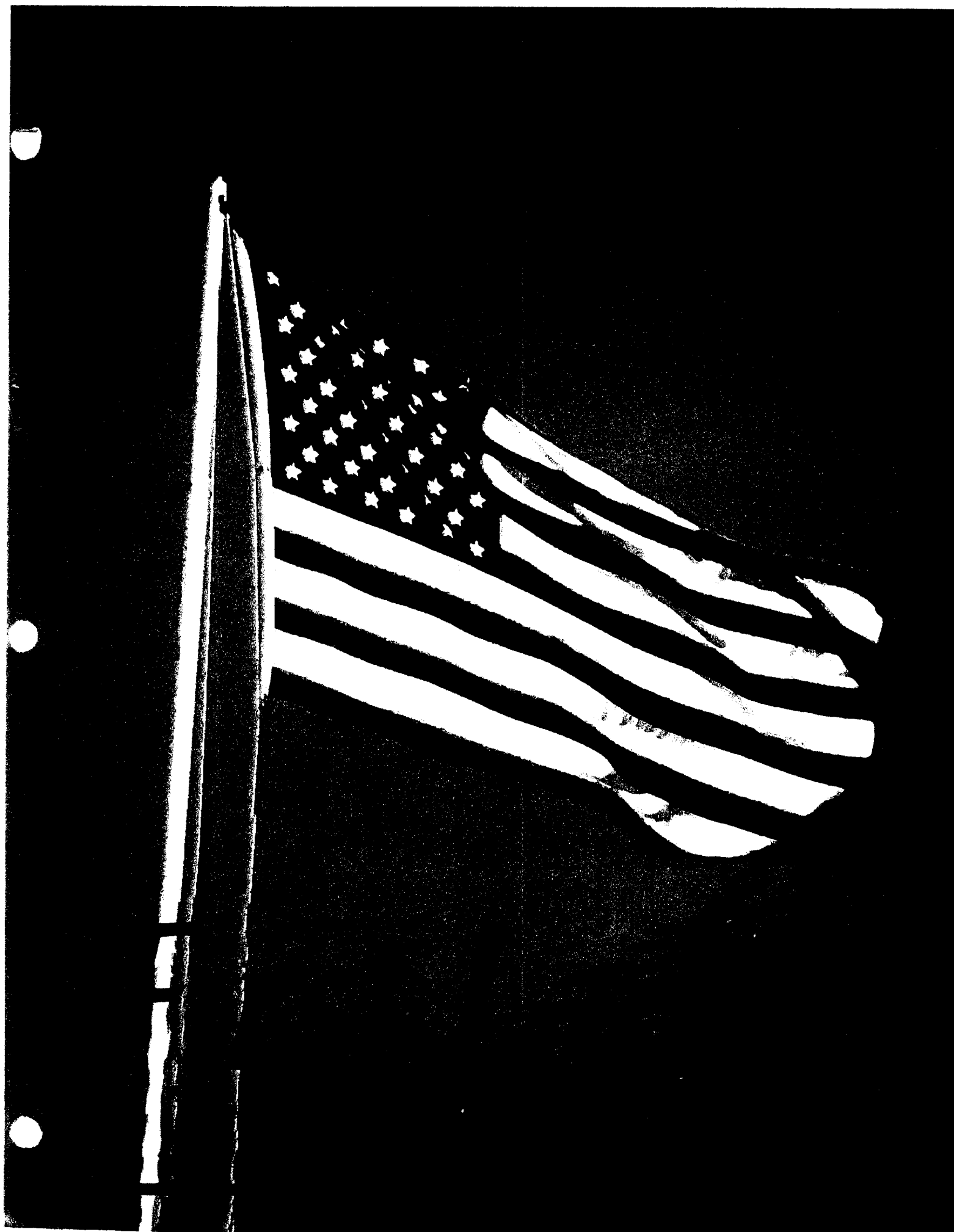


## Activities and Programs

The final aspect of my internship at the Children's Museum of Indianapolis involved the development and implementation of several activities and programs for the *Mysteries in History* gallery. I developed activities on the First Ladies, sailing terms and ship life, shoes of the twentieth century, and the 1970's and 1980's. Besides creating these activities, I developed a pre-school activity for the gallery based on a 1920's street scene and a distance learning link on the 1970's and 1980's for the Museum. With the distance learning link, I developed a pre-and post-activity package that described the program, suggested activities for teachers to use in conjunction with the program, and listed several books to be read for further information. I also collaborated with the Production Department in designing and producing the 1920's street scene as well as posters for the activities.



[Youth volunteer facilitating A Century of Shoes]



*[Artwork designed and produced by the Children's Museum of Indianapolis.]*

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### **Lucy Hayes (1831-1889)**

- This First Lady was the first to be college educated.
- She was given the title "Lemonade Lucy" because of her refusal to serve wine in the White House.
- During the Civil War, she spent time helping injured soldiers and was given the title "Mother Lucy."
- She was married to Rutherford B. Hayes.

\*\*\*\*\*

### **Abigail Adams (1744-1818)**

- This First Lady successfully ran the family business while her husband was working for the nation.
- She is known for her letter writing which tells us about the people and events of the American Revolution.
- She believed in the importance of education for women and asked her husband to "remember the ladies" when making new laws for the country.
- As the second First Lady, she was the wife of one president and the mother of another president.
- She was the wife of John Adams.

\*\*\*\*\*

### **Dolly Madison (1768-1849)**

- This First Lady is known the best hostesses in the nation's capital.
- Besides serving as a hostess for her husband, she also served as a hostess for Thomas Jefferson, whose wife had died.
- During the War of 1812, she was left to guard the White House and ended up saving the portrait of George Washington, the Constitution, the Declaration of Independence, and other important documents when the British invaded the capital.
- She was the wife of James Madison.

\*\*\*\*\*

### **Jacqueline Kennedy (1929-1994)**

- This First Lady became known as the "White House Restorer" when she had the White House repaired, repainted, and filled with artwork.
- Before being married, she worked as a journalist for the *Washington Times Herald*.
- She set fashion trends as women began to copy her simple short dresses, white gloves, and pillbox hats.
- As First Lady, she and her children, Caroline and John, Jr., received much attention from the press.
- She was the wife of John F. Kennedy.

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**Hillary Rodham Clinton (1947-**

- This First Lady has played one of the largest roles in government by heading one of her husband's major concerns—health care reform.
- Before becoming First Lady, she was a successful lawyer.
- Like Eleanor Roosevelt, she has her own weekly news column to bring her views to the public.
- She is our First Lady now (use only until January 2001).
- She is the wife of Bill Clinton.

\*\*\*\*\*

**Rosalynn Carter (1927-**

- She managed the family and the family business while her husband was busy with his political career.
- While First Lady, she testified before Congress on mental health legislation, one of her several causes.
- As First Lady, she worked on the diplomatic mission, in the late seventies, to make peace between Egypt and Israel.
- She is the wife of Jimmy Carter.

\*\*\*\*\*

**Elizabeth Ford (1918-**

- This First Lady was known for her candor, letting the world know her opinions and her personal problems.
- One of the first jobs she had was teaching dancing lessons.
- She was a supporter of the Equal Rights Amendment for women and encouraged the appointment of women to high offices.
- Her awareness of the problems of drugs and alcohol led her to found the Betty Ford Center.
- She is the wife of Gerald Ford.

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**Barbara Bush (1925-**

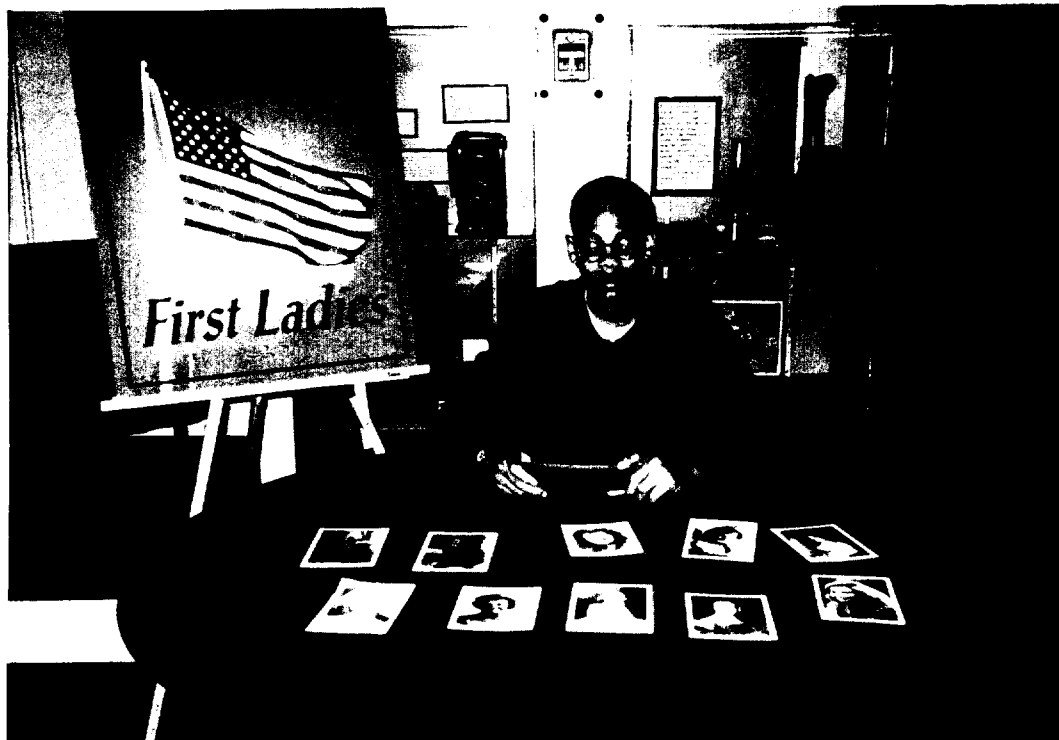
- This First Lady's national project was the literacy program—a project to make sure that all Americans could read.
- Another cause she supported was volunteering, an activity she spent much of her time doing and promoting.
- She also spent her time helping her husband campaign by traveling and speaking in every state except Alaska.
- She is the wife of George Bush.

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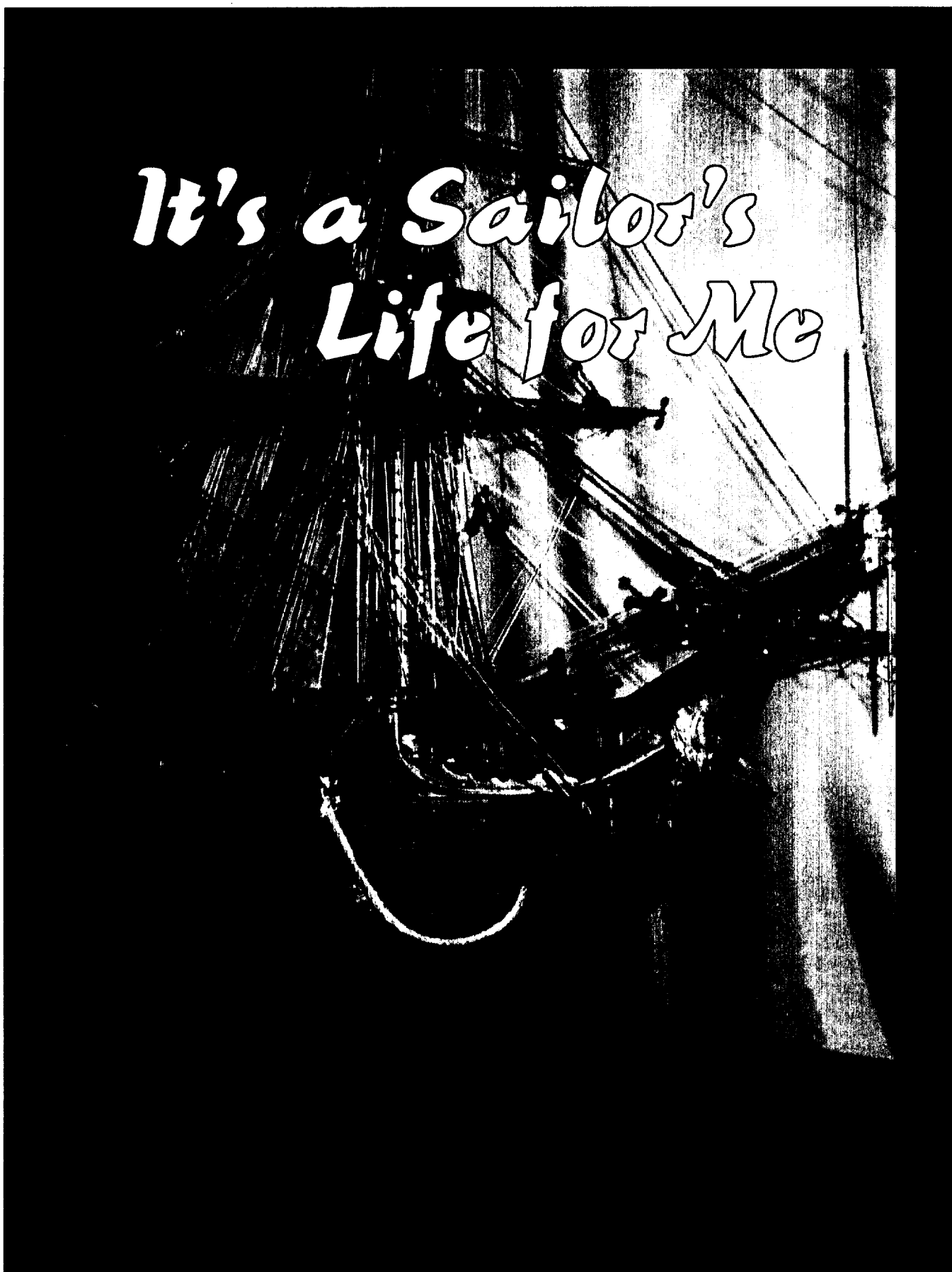
## Bibliography

Gould, Lewis L. *American First Ladies: Their Lives and Their Legacy*. New York: Garland Publishing, Inc., 1996.

Healy, Diana Dixon. *America's First Ladies: Private Lives of the Presidential Wives*. New York: Atheneum Macmillan, 1988.



[Youth volunteer facilitating Meet the First Ladies]



# *It's a Sailor's Life for Me*

## ***It's a Sailor's Life for Me***

*[I researched and wrote the following script for It's a Sailor's Life for Me and created all the materials needed for its implementation. I also collaborated with the Production Department in designing and creating the activity's poster.]*

**Script:** Hi, would you like to try this activity? It is an activity about the ship in the case, the *HMS Victory*, and a sailor's life aboard the ship. The *HMS Victory* was a battleship in the British Navy about two hundred years ago and served as Admiral Nelson's flagship at the Battle of Trafalgar.

For the activity, I am going to ask you questions on sailing terms. The number of questions you answer correctly will determine whether you receive a position as a cabin boy, a sailor, a lieutenant, or a captain on the *HMS Victory*. You can then learn about the life you would have led serving on the *HMS Victory*.

**Note:** This activity uses the model of the *HMS Victory* in the case in the gallery. There are several questions in which the visitors will need to point out answers using the model. You will ask visitors ten questions. Ship positions are as follows: Cabin Boy (0-4 correct questions), Sailor (5-6 correct questions), Lieutenant (7-8 correct questions), and Captain (9-10 correct questions). Not all visitors, however, will want to complete the full activity and will only answer one or two questions.

\*\*\*\*\*

### **Question List**

Question: Can you find the ship's main mast?

Answer: **The main mast is the ship's tallest mast (the tallest vertical pole that the sails are attached to).**

Question: When you hail another boat, you

- A. fire upon it.
- B. declare your attention to attack.
- C. try to contact it.**

Question: When a ship is adrift, it is

- A. resting on the ground in shallow water.
- B. not moving.
- C. floating free in the water.**

Question: Can you find the ship's anchor and explain its use?

Answer: **The anchor is on the side of the ship near the front. It is dropped to keep the ship from moving.**

Question: The order to batten down the hatches means to  
A. remove water from the ship with a bucket or pump.  
**B. close all openings and secure any loose objects.**  
C. to lower the sails.

Question: What are the workers on a ship known as?  
Answer: **the Crew**

Question: If another vessel was dead astern, it would be  
A. right in front of the ship.  
**B. right behind the ship.**  
C. right off the side of the ship.

Question: Can you find the starboard side of the ship?  
Answer: **The starboard side is the right side of the ship when facing the front of the boat. It is the side of the boat closest to the glass.**

Question: The head of the ship is the ship's  
A. kitchen.  
B. hospital.  
**C. bathroom.**

Question: The galley of the ship is the ship's  
A. hospital.  
**B. kitchen.**  
C. sleeping quarters.

Question: Can you find the port side of the ship?  
Answer: **The port side is the left side of the ship when facing the front of the boat. It is the side of the ship towards the back of the case.**

Question: When a ship raises its colors, what is it doing?  
Answer: **It raises its national flag.**

Question: If you are given an order to swab the decks, you are  
**A. mopping the decks.**  
B. sanding the boards of the deck.  
C. putting loose objects on the deck away.

Question: Can you find the ship's stern?  
Answer: **The stern is the back of the boat.**



Question: The crew member in charge of the sails and rigging is

- A. the midshipman.
- B. the boatswain (pronounced bosun).**
- C. the captain.

Question: What are maps used on a ship called?

Answer: **Charts**

Question: An order to raise the sails would be to

- A. hoist the sails.**
- B. furl the sails.
- C. douse the sails.

Question: Can you find the ship's bow?

Answer: **The bow is the front of the ship.**

Question: Rigging refers to

- A. the sails.
- B. the rail around the ship.
- C. the ropes used to secure the sails to the ship.**

Question: A room on a ship is called

- A. a cabin.**
- B. a mess.
- C. a hatch.

Question: The log is

- A. the ship's widest beam.
- B. a record of the ship's condition.**
- C. the mast.

Question: The direction the ship travels is

- A. its course.**
- B. its current.
- C. its tide.

Question: What is a ship's speed measured in?

- A. knots**
- B. fathoms
- C. miles per hour

Question: Can you find a porthole on the ship?

Answer: **Portholes are the openings on the side of the boat.**

Question: A rope ladder is called

- A. a line.
- B. a Jacob's ladder.**
- C. a climbing rope.

Question: When a ship comes about, what does it do?

Answer: **The ship changes direction.**

Question: To stow your hammock is

- A. to clean it.
- B. to put it away.**
- C. to roll it up.

Question: Can you find the deck of the ship called the poop deck?

Answer: **The poop deck is the raised deck at the back of the ship.**

Question: The lazy guy on a ship is

- A. a crew member who doesn't do his work.
- B. the rail around the ship.
- C. the line attached to the bottom of a sail.**

Question: Ballast on a ship is

- A. the weight used to keep the ship steady.**
- B. the cannons on the ship.
- C. the widest part of the boat.

\*\*\*\*\*

### **Ship Positions:**

#### **Cabin Boy (0-4 correct answers)**

A cabin boy on the *HMS Victory* was around thirteen to fifteen years old and likely from a poor family. They earned about \$14 a year, which was barely enough to survive. Cabin boys did much of the dirty work on the ship including cleaning the heads (bathrooms) and the pens for any live animals aboard the ship. They also sometimes worked as a servant to one of the officers. During battle, however, they were responsible for keeping the cannons supplied with cartridges. The cabin boys lived and slept in the dark gun decks with about sixteen inches of space for their hammocks. Their food mainly consisted of biscuits and salted meat. Food storage aboard ship was a problem, and the food was horrible. The meat was dry and usually rotten. The biscuits, meanwhile, were hard and filled with bugs. With these terrible conditions, many cabin boys tried to escape.

**Sailor (5-6 correct answers)**

Sailors on the *HMS Victory* were there many times against their wills. Any Englishman could be forced to serve in the British Navy. For his service, a sailor would earn about \$25 a year and perform any number of duties. The majority of their work revolved around keeping the ship running by marring the sails, cleaning the ship, and keeping the various parts of the ship in working order. During battle, though, the sailors were stationed at the cannons. Most of the sailors lived and slept in the dark gun decks with about sixteen inches of space for their hammocks. Their food mainly consisted of biscuits and salted meat. Food storage aboard ship was a problem, and the food was horrible. The meat was dry and usually rotten. The biscuits, meanwhile, were hard and filled with bugs. With these terrible conditions, desertion rates were high as many sailors tried to escape.

**Lieutenant (7-8 correct answers)**

A lieutenant on the *HMS Victory* was next in power to the captain and earned about \$150 a year. For this amount, he was expected to supervise the day to day operation of the ship with such duties as receiving daily reports on the ship's condition, navigating the vessel, maintaining discipline among the sailors, and keeping a log book. He was also responsible for recruiting men for the ship if sailors were needed. During battle, a lieutenant was in charge of the cannons and the men stationed at them. A lieutenant lived and slept apart from the sailors in cabins near the back of the ship. Their food was also better than the sailors as they received fresh food from live animals kept on the ship. While a lieutenant's life was not easy, he lived better than many of the sailors.

**Captain (9-10 correct answers)**

A captain was in charge of the ship and the sailors. Before the ship left port, it was his duty to get the vessel ready to sail. After the ship set sail, the captain oversaw the lieutenants and made sure they did their jobs. He also kept a journal, carried out punishments, set the ship's course, and commanded the ship in battle. For these duties, he could receive as much as \$700 a year. His life on ship was also much better than the sailors. He had a cabin and a dining room that sometimes were richly furnished. He also had a better diet getting fresh food from live animals kept on the ship. The captain's word was final aboard ship.

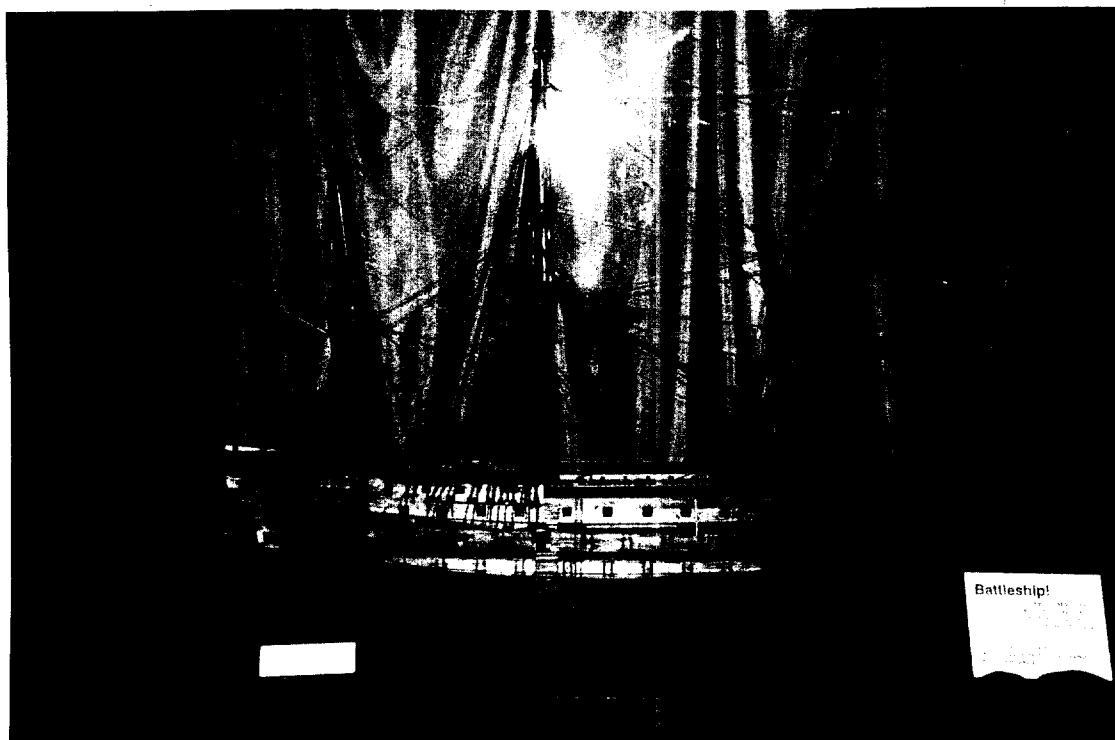
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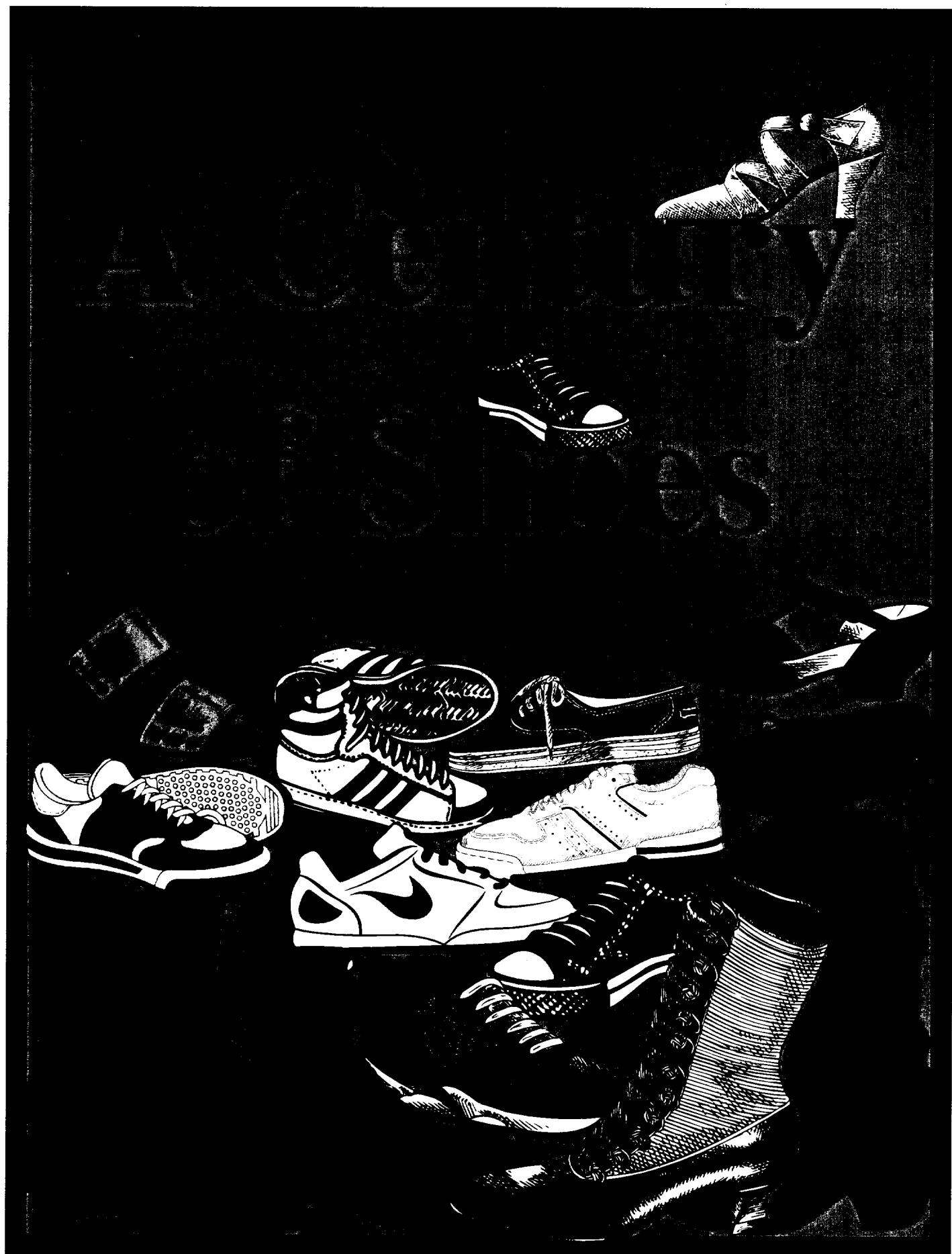
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<http://www.stvincent.ac.uk/1797/victory/index.html> (October 11,1999).



*[Model HMS Victory in Mysteries in History gallery]*



*[Youth volunteer facilitating It's a Sailor's Life for Me]*



*[Artwork designed and produced by the Children's Museum of Indianapolis.]*

## ***A Century of Shoes***

*[I researched and wrote the following script for A Century of Shoes and created all the materials needed for the activity's implementation. I also collaborated with the Production Department in designing and producing the activity's poster.]*

**Script:** Hi, would you like to try this activity? It is an activity on shoes of the twentieth century. The events of the twentieth century have influenced clothing and shoe fashions. The shoes and clothing that people have worn, therefore, can tell us a lot about the times. Today, we are going to look at the decades of the twentieth century, what events happened during these decades, and see if the shoes reflect these events.

I will give you some information about each decade, and I want you to guess which pair of shoes goes with that decade.

**Note:** The ten pairs of shoes need to be laid out on the table for visitors to choose.

\*\*\*\*\*

### **1900-1909**

A new century had begun, and it was an exciting time full of change. The country saw the Wright brothers take the first powered flight and heard the first radio broadcast. While the country experienced these changes, however, many of the conservative ideas of the Victorian Era remained. Women still wore corsets and long, flowing dresses. Shoes, meanwhile, had not changed much from the black boots influenced by Queen Victoria. Can you find the pair of shoes from this decade?

### **1910-1919**

The teens began as a period of rapid change with such events as World War I and the Suffrage Movement, or women's struggle for the right to vote. The Suffrage Movement helped to usher in new styles for women. The corseted, small waist disappeared in favor of simpler, straighter skirts. With the start of World War I, the United States found itself fighting a war against Germany and Austria-Hungary. Clothing became more practical and somber as the country sacrificed for the war effort. Can you find the pair of shoes from this decade?

### **1920's**

With the end of World War I in 1919, the younger generation saw the 1920's as a time of change and a new start. It was a period of peace and prosperity with everyone sharing in the wealth. Women gained the vote in 1920 and took on a new independence. The flapper girl with her short skirts and short hair became the symbol of the modern woman. Shoes became more outlandish, while new dance crazes such as the Charleston kept heels low. Can you find the pair of shoes from this decade?

### **1930's**

The "Roaring Twenties" ended with the stock market crash of 1929, an event that foreshadowed the long depression of the 1930's. During the 1930's, businesses failed, banks closed, and poverty became widespread as more than twelve million people were out of work. It became important for clothing to be hard-wearing and versatile. Shoes became more sensible with low heels and somber colors. Can you find the pair of shoes from this decade?

### **1940's**

The Depression of the 1930's ended with the start of World War II in the 1940's. The U.S. found itself involved in a war against Germany and Japan. Women began to fill the factories as men were sent overseas to fight. Clothes became more practical as they tried to conserve materials for the war effort. Shoes began to appear in new materials such as reptile skins with cork or wood soles. Can you find the pair of shoes from this decade?

### **1950's**

When World War II ended in 1945, the country experienced a period of prosperity. Many women left their factory jobs to make room for the returning soldiers. Families moved to the suburbs, and a woman's life centered on the home. Fashion again became more feminine with long, full skirts and narrow high heels. Can you find the pair of shoes from this decade?

### **1960's**

The 1960's saw a youth movement rebelling against the conventional values of their parents, while setting out to change the world. Fashion designers focused on this youth culture with the introduction of fun, new materials like plastic and metals, the miniskirt, and go-go boots. Later in the decade, the hippies, another youth group, created a style of their own with flowing, natural garments. Can you find the pair of shoes from this decade?

### **1970's**

The 1970's became known as a time of disillusionment and cynicism. With Watergate and President Nixon's resignation, many people felt that they could no longer trust their government. The decade also experienced record inflation and a recession. To deal with these problems, many people looked towards outrageous fads and fashion with everything from Pet Rocks to Disco dancing. Fashion included bell bottoms, leisure suits, and Earthshoes. Can you find the pair of shoes from this decade?

## 1980's

The 1980's became known as the decade of greed. Young professionals set the styles with name brand fashions as it became important to look good. Women, who began to enter the business world in larger numbers, no longer favored the high heels of earlier generations. A familiar picture of the 1980's was the business woman dressed in a suit with tennis shoes. Can you find the pair of shoes from this decade?

## 1990's

The 1990's have become a decade of diversity. The Internet has connected the world and made it seem smaller. Fashion has reflected this trend with a variety of styles and fashions. We have seen a return of many fashions from previous decades including bell bottoms and platform shoes. Every activity and occasion has inspired its own type of shoe. There are boots, tennis shoes, pumps, sandals, and flats. Can you find a pair of shoes from this decade?

\*\*\*\*\*

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**70s**

**People, Events  
and Culture**

**80s**

**80s**

**80s**

## ***People, Events, and Culture: The 1970's and 1980's***

*[I researched and wrote the following script for People, Events, Culture: The 1970's and 1980's and created all the materials needed for its implementation. I also collaborated with the Production Department in designing and producing the activity's poster.]*

**Script:** Hi, would you like to try this activity? It is an activity on two decades, the 1970's and the 1980's. Separating years into decades is a way of looking at the past and studying history. The 1920's, for example, are known as the "Roaring Twenties," while the 1940's are known as the World War II years. As a child growing up during a decade, you become an eyewitness to history. History is always happening around you. Today, we are going to look at the 1970's and 1980's to see what a child growing up during these decades would have experienced.

I am going to show you pictures of people, events, and culture from the 1970's and 1980's, explain what the pictures are, and I want you to tell me which decade they are from.

**Note:** After the activity is over, you can finish by reviewing what history someone from the 1970's would have witnessed, what history someone from the 1980's would have witnessed, and then ask the visitors what history they witnessed in the 1990's. You will probably have to prompt them with questions.

President? George Bush, Bill Clinton

Events? Persian Gulf War, Oklahoma City Bombing, Collapse of the Soviet Union

People? Princess Diana, Dream Team, Michael Jordan

TV? *Friends*, *Home Improvement*, *Barney and Friends*

Fads? Beanie Babies, Tickle Me Elmo, Virtual Pets

Movies? *JFK*, *Titanic*, *Apollo 13*, *Forrest Gump*

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### **Question List:**

1. The United States celebrated its bicentennial, the nation's 200th birthday, during this decade with parades, fireworks, and other celebrations.

**Answer: the 1970's...the event happened in 1976.**

2. During this decade, Ronald Reagan, a former movie star and governor of California was elected president of the United States. As president, he was able to survive an assassination attempt and the Iran-Contra affair, a diplomatic scandal.

**Answer: the 1980's.**

3. Hit movies from this decade include *ET*, a movie about a lovable space alien trying to get home, and the *Indiana Jones* adventure series.

Answer: **the 1980's.**

4. Fashion got a new look during this decade with the leisure suit and platform shoes.

Answer: **the 1970's.**

5. The Vietnam War ended in this decade after almost twenty years when U.S. troops were withdrawn from Vietnam. Thousands of soldiers returned home to their families as the country strove for a "peace with honor."

Answer: **the 1970's...the event happened in 1973.**

6. California experienced a massive earthquake during this decade. The earthquake lasted only fifteen seconds but ended up being the most devastating and costly earthquake this century.

Answer: **the 1980's...the event happened in 1989.**

7. The feminist movement gained momentum during this decade as women demanded equality. One of their main goals was the passage of the Equal Rights Amendment.

Answer: **the 1970's.**

8. This decade experienced a variety of musical styles--soft rock, heavy metal, punk, and reggae. Disco, however, was the decade's new music and dance phenomenon. John Travolta and the movie *Saturday Night Fever* captured the disco craze.

Answer: **the 1970's.**

9. During this decade, the *Challenger*, a space shuttle carrying six astronauts and Christa McAuliffe, exploded seventy-three seconds after take-off. Christa McAuliffe, a social studies teacher, was to be the first civilian to be sent to space.

Answer: **the 1980's...the event happened in 1986.**

10. An energy crisis was experienced in this decade after Arab countries began an oil embargo. Oil prices increased causing shortages of natural gas, long lines at the gas station, and an economic recession.

Answer: **the 1970's.**

11. People in this decade were set on having fun and embraced such fads as the happy face, the Pet Rock, and the mood ring. The Pet Rock promised a pet that required no work. The mood ring, meanwhile, promised to show its wearer's true feelings.

Answer: **the 1970's.**

12. The Berlin Wall, a wall separating East and West Berlin, was torn down during this decade. For almost thirty years, it had served as a symbol of the Cold War and the separation of Europe into communist and capitalist countries. When its removal brought little reaction from the Soviet Union, it became a symbol of their weakening power.

Answer: **the 1980's.. the event happened in 1989.**

13. Fashion in this decade included the designer clothing of the young professionals, clothing influenced by celebrities, and punk clothing.

Answer: **the 1980's.**

14. TV went in new directions during this decade with the introduction of MTV, a new music video channel, and CNN, the Cable News Network. Despite their popularity, a new NBC comedy, *The Cosby Show*, ended up being one of the decade's favorite TV shows.

Answer: **the 1980's.**

15. During this decade, movie making was redefined with the release of such movies as *Star Wars*, *Jaws*, and *The Godfather*.

Answer: **the 1970's.**

16. President Nixon was forced to resign to avoid impeachment in this decade when it was proven that he knew about the Watergate break-in and tried to cover it up. In the break-in, five Nixon operatives broke into the Democratic Party headquarters to sabotage the Democratic campaign. Nixon was the first president in the history of the United States to resign.

Answer: **the 1970's...the event happened in 1974.**

17. Kid's crazes made up the major fads of this decade and included the Rubik's Cube and Cabbage Patch dolls. Another fad came when Coke-A-Cola updated its taste after 99 years with the introduction of New Coke.

Answer: **the 1980's.**

18. TV shows during this decade reflected the movements of the time. *All in the Family*, a TV show featuring Archy Bunker and his family, dealt with prejudice, politics, and other controversial topics. *M\*A\*S\*H\**, a TV show about the Korean War, reflected the nation's feelings about America's involvement in Vietnam.

Answer: **the 1970's.**

19. This decade included a variety of music styles including heavy metal, country, new wave, and rap. Two of the most popular musicians included Michael Jackson with his *Thriller* album and Madonna, who was known as the "Material Girl."

Answer: **the 1980's.**

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### **Bibliography**

McDonnell, Janet. *America in the 20<sup>th</sup> Century: 1970-1979*. New York: Marshall Cavendish, 1995.

Our American Century, *Pride and Prosperity: the 80's*. Alexandria, Va.: Time-Life Books, 1999.

Our American Century, *Time of Transition: the 70's*. Alexandria, Va.: Time-Life Books, 1998.

Wright, David. *America in the 20<sup>th</sup> Century: 1980-1989*. New York: Marshall Cavendish, 1995.



*[Youth volunteer facilitating People, Events, and Culture: The 1970's and 1980's]*

# People, Events and Culture: the 1970s and 1980s

## Distance Learning Link Grades 6 – 12

### Objectives

To expand students' knowledge of American history and life in the 1970s and 1980s.

To help students understand their roles as eyewitnesses to history by presenting people, events and culture of the 1970s and 1980s.

### Pre-lesson activities

Have students ask their neighbors, parents and teachers about the people, events and culture they remember from the 1970s and 1980s. Have the students ask to be shown any objects that people might have from those decades. As a class, make a list of what the students have discovered.

Have students look in family photo albums for pictures from the 1970s and 1980s. What is different in these pictures? What do the photos reveal about the 1970s and 1980s.

### Distance learning program

Students will participate in a program about American life in the 1970s and 1980s. Artifacts and pictures will supplement the lesson. Artifacts will include toys, vintage clothing and newspapers. Students can learn about two decades in American history that included such events as Watergate, the end of the Vietnam War, the Challenger explosion and the removal of the Berlin Wall. The program also introduces students to the idea of being eyewitnesses to history as it unfolds.

### Post-lesson activities

Have students discuss their roles as eyewitnesses to the history of the 1990s. Have them talk about the people, events and culture they have experienced in this decade.

Ask students to imagine it is 2050 and that they are telling their grandchildren stories from when they were children in the 1990s. Have the students write a story about what they would tell their grandchildren.

### Book list

#### Grades 6 – 8

McDonnell, Janet, *America in the 20th Century: 1970 – 1979*. New York: Marshall Cavendish, 1995.

Wright, David, *America in the 20th Century: 1980 – 1989*. New York: Marshall Cavendish, 1995.

#### Grades 9 – 12

Our American Century, *Time of Transition: The 70s*. Virginia: Time-Life Books, 1998.

Our American Century, *Pride and Prosperity: The 80s*. Virginia: Time-Life Books, 1999.

*[I wrote this pre-and-post activity handout  
for People, Events, and Culture:  
The 1970's and 1980's. The Editing  
Department edited and formatted the page.]*



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## **Distance Learning Program**

### ***People, Events, and Culture:***

### ***The 1970's and 1980's***

*[I researched and wrote the script for People, Events, and Culture: The 1970's and 1980's, a distance learning program for the Museum. I also selected objects from the Children's Museum of Indianapolis' Collections to use in the program and wrote the pre-and-post activity handout on the previous page.]*

#### **Introduction:**

Hello, how is everyone doing out there? Today we are going to do an activity on two decades, the 1970's and the 1980's. Separating years into decades is a way of looking at the past and studying history. The 1920's, for example, are known as the "Roaring Twenties," while the 1930's are known as the years of the Great Depression. As a child growing up during a decade, the 1990's, you become an eyewitness to history. History is always happening around you. Today, we are going to look at the 1970's and 1980's to see what a child growing up during these decades would have experienced.

Are you ready to start? Well, I am going to show you objects and pictures from the 1970's and 1980's. We will try to figure out what they are, and then I want you to tell me which decade they are from.

#### **List of Items:**

*Star Wars* figures- Does anyone know what movie these figures are from? (*Star Wars*) Do you know in which decade the first *Star Wars* movie was released? (1970's) *Star Wars* was first released in 1977 and became the most successful film of the decade. Along with the movie came all types of merchandise from toy figures to T-shirts.

Magazine picture of *The Cosby Show* - Does anyone know what TV show this picture is from? (*The Cosby Show*) The show featured Bill Cosby as Dr. Cliff Huxtable, his wife Claire, and their five kids. Does anyone know which decade it is from? (1980's) The show premiered in 1984 and ended up becoming one of the decade's most popular shows.

Cabbage Patch doll and Rubik's Cube- Does anyone know what these objects are? (Cabbage Patch doll and a Rubik's Cube) Do you know which decade these objects are from? (If they do not guess, you can do a close-up on the Cabbage Patch box. It has 1985 on it.) Can you look very close on the box to see if there are any clues to help you guess? (1980's) Well, this is a Cabbage Patch doll and a Rubik's Cube. They were both fads from the 1980's. Many of the fads of the 1980's were kid's toys. (Transformers, Smurfs, My Little Pony, etc.)



Sweetheart disk- Does anyone know what this object is? It is a sweetheart disk for a soldier in Vietnam. Can you see the "I miss you" on the side? Do you know which decade this object is from? (1970's) American involvement in the Vietnam War started in the 1950's and lasted until 1973 when troops were withdrawn from Vietnam. Thousands of soldiers were able to return home to their families.

"Nixon Resigns" newspaper- Can anyone read the main headline of this paper? Who was Nixon? (President) Do you know which decade the paper is from? (1970's...you can read the date of the newspaper if they are unable to guess) This is an event of the 1970's. President Nixon resigned in 1974 to avoid being impeached. Some of his operatives were caught breaking into the Democratic Party headquarters in an attempt to sabotage the Democratic campaign. It was proven that Nixon knew about the break-in and tried to cover it up.

Pet Rock and happy face mug- Does anyone know what these are? This is a Pet Rock. It was sold as a pet that required no work. (Read instructions for Pet Rock.) The happy face, meanwhile, was a symbol for everyone to have fun and feel good. These are both fads from a decade that embraced some wacky fads. Which decade do you think they are from? (1970's)

*Atlantis* shuttle-(Make sure that the camera does not show the *Atlantis* name, since we are using it for the *Challenger* space shuttle) Does anyone know what this is? It is a model of the *Challenger* space shuttle. Do you think it is from the 1970's or the 1980's? Does anyone know what happen to the *Challenger* shuttle? In 1986 it was set for a space mission that involved taking the first civilian into space. Her name was Christa McAuliffe, and she was a social studies teacher from New Hampshire. There was a problem with one of the shuttle's booster rockets, and it exploded seventy-three seconds after take-off.

Piece of the Berlin Wall- Does anyone know what this is? What does it look like? It is a piece of the Berlin Wall, a wall that separated East and West Berlin. For almost thirty years, it served as a symbol of the Cold War and the separation of Europe into communist and capitalist countries. The wall was torn down by the German people. Do you think it happened in the 1970's or 1980's? (1980's) When the Soviet Union did not react, it became a symbol of their weakening government.

Bicentennial mug- This mug has the year 1776 on it. It is a bicentennial mug. Does anyone know what a bicentennial is? (200 years) This mug is celebrating our nation's two hundredth birthday. When did the country celebrate its two hundredth birthday? (1776) Is it a 1970's event or a 1980's event? (1970's)

ERA button- Does anyone know what ERA stands for? (no) It stands for the Equal Rights Amendment. Who do you think would have worn this button? It was part of the feminist movement that demanded equality for women. Does anyone know which decade the feminist movement was at its height? (1970's) So this is an event from the 1970's.

Reagan button- Does anyone know who the people on this button are? (President Reagan) Does anyone know when he was president? (1980's) So, he is a person from the 1980's. Ronald Reagan was first elected in 1980 when he beat Jimmy Carter. He was a former movie star and governor of California. As president, he survived an assassination attempt and the Iran-Contra Affair.

ET doll- Does anyone know what movie this is from? (ET) Is this movie from the 1980's or the 1970's? (1980's) The movie came out in 1982 and became an instant hit. It told a story about the friendship of a young boy and a lovable space alien trying to get home.

Saturday Night Fever- This is a movie about a new dance craze that was sweeping the nation. Does anyone know what type of dancing it was? (Disco) When did disco become popular? Was it in the 1970's or the 1980's? (1970's) Disco clubs spread across the nation.

Leisure suit and Earthshoes (Platform shoes)- Here is a man's suit and a pair of shoes. Can you read what the bag with the shoes says? Do you think that these fashions are from the 1970's or the 1980's. (1970's) Men's fashion in the seventies became very colorful and flashy. Men's suits went from gray and navy to bright colors and wild designs. Earthshoes, meanwhile, reflected the back to nature trend in the seventies. The heels on Earthshoes were lower than the toes and supposed to be a more natural way of walking.

Roots statue- Does anyone know what TV miniseries this statue is from? (no) It is from *Roots*, the story of Alex Haley's African American family. Is this a show from the 1970's or the 1980's? (1970's) The miniseries premiered in January 1977 and set TV records with approximately 130 million viewers.

Olympic clothing- Where do you think this jacket came from? Did you notice the coloring...red, white, and blue? The jacket is from the Olympic games in Los Angeles. Is this an event that took place in the 1970's or the 1980's. (1980's) The Olympics were held in Los Angeles in 1984. The Soviet Union boycotted these games, since we had boycotted the 1980 Olympics in Moscow. The American athletes won a record number of 83 gold medals.

We are the World album- What song is on this record? Have any of you ever heard this song before? Forty-five rock, pop, and country music singers made the record as a fundraiser for drought victims in Africa. Does anyone know in which decade it was made? (1980's) The record was made in 1985.

*Charlie's Angels* game- Does anyone know what TV show this game is based on? The TV show was called *Charlie's Angels*. It was about three women detectives who spent their time chasing the bad guys. Which decade do you think this show came from? (1970's)

### **List of Pictures:**

Picture of Muhammad Ali- Does anyone know who this is? (no) It is a picture of Muhammad Ali. He was the first boxer to win the World Heavy Weight title three times. Did this event happen in the 1970's or the 1980's? (1970's) The event happened in 1978.

Pictures of Sandra Day O'Connor, Sally K. Ride, and Geraldine Ferraro- Does anyone know who these women are? (no) They were all "firsts." Sandra Day O'Connor was the first woman to be named to the Supreme Court. Sally K. Ride, meanwhile, was America's first woman in space, and Geraldine Ferraro was the first woman to run for Vice President on a major party ticket--the Democratic party. Does anyone know in which decade all these "firsts" happened? (1980's)

Picture of the Vietnam Memorial- Does anyone know what this is? (no) It is a picture of the Vietnam Memorial. Do you know in which decade it was dedicated? (1980's) The Vietnam Memorial was dedicated in 1982 and listed 57,939 Americans killed in the war.

Picture of the first Earth Day- Does anyone know what this is? (no) It is a picture of the first Earth Day. Does anyone know when this event happened? (1970's) The event happened in 1970. Twenty million Americans participated in the first Earth Day to protest pollution of the environment.

Picture of "Hands Across America"- Does anyone know what event this is? It is a picture of the "Hands Across America," an event where people formed a human chain from California to New York. The event raised \$100 million for the poor and homeless. Does anyone know when the event happened? (1980's) The event happened in 1986.

### **Conclusion:**

So, if we look again at the objects that we saw today, what would a child that grew up in the 1970's remember? What would a child that grew up in the 1980's remember? Now, I want you to think about what history you have experienced in the 1990's.

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